Eligibility Determination Checklists

The eligibility determination checklists are used by the Multidisciplinary Evaluation Team (MET) or Individual Education Program (IEP) Committee to document their determination of eligibility based on a review of the (re)evaluation report(s). Each checklist provides the definition, criteria, and any exclusionary factors for each disability category.

1. For all disability categories, the MET/IEP Committee must first determine that:

   The determinant factor for the child's performance is NOT:
   - Due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA; or
   - Due to limited English proficiency or social or cultural differences.

   The evaluation results SUPPORT the following statements:
   - The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained.
   - The evaluation is sufficiently comprehensive to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category.
   - The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.
2. For individual categories, the MET/IEP Committee must review disability specific criteria. See notes for required and recommended supporting evidence at the bottom of each checklist.
   - **Required Criteria**: The MET/IEP Committee must provide supporting evidence for each of these criteria.
   - **Optional Criteria** (Autism and Other Health Impairment): The MET/IEP Committee must provide supporting evidence when behaviors are present.
   - **Alternate Criteria** (Developmental Disability, Language/Speech Impairment): The MET/IEP Committee must provide supporting evidence of at least one of the multiple routes to determine eligibility for this disability category.
   - **Additional Criteria** (Traumatic Brain Injury): The MET/IEP Committee must provide supporting evidence of at least one or more of the additional criteria.
3. For individual categories, the MET/IEP Committee must review and document any exclusionary factors, if applicable.

NOTE: For Specific Learning Disability (SLD), the MET/IEP Committee must specify one or more of the methods for the basis of the determination:

- *The child's response to scientific, research-based interventions (RtI); and/or*
- *A severe discrepancy between intellectual ability and achievement; and/or*
- *Alternative research-based procedures.*

ELIGIBILITY DETERMINATION CHECKLIST: AUTISM (AU)

DEFINITION: Autism is a disability category characterized by a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child's educational performance. Included in the Autism category are the Pervasive Developmental Disorders, including Autistic Disorder, Asperger's Disorder, Pervasive Developmental Disorder-Not Otherwise Specified, Rett's Disorder, and Childhood Disintegrative Disorder.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

REQUIRED CRITERIA: *The child demonstrates:*		**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N	Significant delays in verbal and nonverbal communication	
☐ Y ☐ N	Significant delays in social interaction	
☐ Y ☐ N	Adverse impact on educational performance	

OPTIONAL CRITERIA: *The child demonstrates:*		**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N	Repetitive activities and/or stereotyped movements	
☐ Y ☐ N	Resistance to environmental change or changes in daily routines	
☐ Y ☐ N	Unusual responses to sensory experiences	
☐ Y ☐ N	Delays before the age of 3	

The child must meet <u>all</u> required criteria AND may (not) meet the optional criteria to be eligible for this category. See Exclusions.

EXCLUSIONS: *The child's performance is*		**SUPPORTING EVIDENCE**
☐ Y ☐ N	Primarily affected by an emotional disability	

The child cannot be considered eligible for this category if the MET answers "yes" to the exclusion item.

[A] *The supporting evidence must contain data of receptive/expressive language, including sematics, pragmatics, prosody (linguistics including intonation, rhythm, and focus in speech), and need for assisted communication, social interactions, responses to sensory experiences, engagement in repetitive activities and stereotyped movements, and resistance to environmental change or change in daily living; a developmental history and/or other documentation that determines the age of onset of Autistic characteristics; and a statement from a licensed school psychologist, licensed psychometrist, board-licensed psychologist, nurse practicioner, or physician supporting elilgibility.*

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ELIGIBILITY DETERMINATION CHECKLIST: DEAF-BLIND (DB)

DEFINITION: Deaf-Blindness (DB) means concomitant hearing and visual impairments that adversely affect a child's educational performance, the combination of 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.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

REQUIRED CRITERIA: *The child demonstrates:*	**SUPPORTING EVIDENCE[A]**
Hearing Impairment (HI): ☐ Y ☐ N Deaf (severe impairments in processing linguistic information through hearing with or without amplification) - OR - ☐ Y ☐ N Hearing impairment (permanent or fluctuating hearing impairment)	
Visually Impaired (VI): ☐ Y ☐ N Blind (little or no vision) - OR - ☐ Y ☐ N Partially sighted (significant vision loss) - OR - ☐ Y ☐ N Legally blind (visual acuity of ≤20/200 in better eye after correction or contracted peripheral field of <20°) - OR - ☐ Y ☐ N Other severe visual problems	
☐ Y ☐ N Adverse impact on educational performance	
☐ Y ☐ N Educational, developmental, or communication needs that cannot be accommodated in HI or VI programs alone.	

The child must have a hearing AND a vision impairment AND an adverse educational impact with educational, developmental, or communication needs that cannot be accommodated in either HI programs or VI programs alone to be eligible for this category.

[A] *The supporting evidence must contain a statement that the child cannot properly function in a special education program designed solely for children with HI or VI and evidence that procedures for assessing both HI and VI were followed.*

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ELIGIBILITY DETERMINATION CHECKLIST: DEVELOPMENTALLY DELAYED (DD)

DEFINITION: Developmentally Delayed (DD) is a non-categorical disability for a child ages birth through nine (9) years who is experiencing significant delays in two (2) or more of the five (5) developmental areas (cognitive, fine/gross motor, communication, social/emotional/behavioral, and adaptive behavior) that adversely affects a child's pre-academic or educational performance and that requires special education and related services –OR– a diagnosed disorder of known etiology which affects development in a negative fashion and has a high probability of resulting in a developmental delay.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 2. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 3. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 4. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or "no" to 2, 3 or 4.

ALTERNATE CRITERIA: *The child demonstrates:*	**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N Significant delay in cognitive development[B]	
☐ Y ☐ N Significant delay in fine/gross motor development[B]	
☐ Y ☐ N Significant delay in communication development[B]	
☐ Y ☐ N Significant delay in social/ emotional/behavioral development[B]	
☐ Y ☐ N Significant delay in adaptive behavior development[B]	
☐ Y ☐ N Child is <u>less than</u> ten (10) years of age	

The child must have significant delay in <u>two (2) or more</u> areas of development AND be <u>less than</u> ten (10) years of age to be eligible for this category using these criteria. See Exclusions.

[A] *The supporting evidence must include a variety of instruments that yield information about the full range of the child's functioning in all five (5) developmental areas using informants with sufficient knowledge of the child's functioning in the areas for which they provide input. A description of all methods and informations used following administrative guidelines and standardized procedures must be included in the report.*

[B] *A significant delay is defined as 1.5 standard deviations below the mean of the test or subtest based on standard scores, if the instrument(s) used yields standard scores, or a developmental age 25% below the child's chronological age or corrected age on the test or subtests based on age equivalents, if standard scores are not provided by the instrument(s) used. Corrected ages must use the guidelines for the instrument(s) used or, if not provided, for children born prior to thirty-eight (38) weeks of gestation up to twenty-four (24) months of chronological age.*

ALTERNATE CRITERIA: *The child demonstrates:*			**SUPPORTING EVIDENCE[C]**
☐ Y	☐ N	Diagnosed disorder which negatively affects development with a high probability of resulting in a delay	
☐ Y	☐ N	Child is <u>less than</u> ten (10) years of age	
The child must have a diagnosed disorder that negatively affects development AND be <u>less than</u> ten (10) years of age to be eligible for this category using these criteria. See Exclusions.			

[C] *The supporting evidence must contain a statement from a physician indicating a diagnosis <u>AND</u> research that supports the predicted developmental delays.*

EXCLUSIONS: *The child clearly meets the criteria for:*			**SUPPORTING EVIDENCE**
☐ Y	☐ N	Autism (AU)	
☐ Y	☐ N	Deaf-Blind (DB)	
☐ Y	☐ N	Emotional Disability (EmD)	
☐ Y	☐ N	Hearing Impairment (HI)	
☐ Y	☐ N	Intellectual Disability (ID)	
☐ Y	☐ N	Multiple Disabilities (MD)	
☐ Y	☐ N	Orthopedic Impairment (OI)	
☐ Y	☐ N	Other Health Impairment (OHI)	
☐ Y	☐ N	Specific Learning Disability (SLD)	
☐ Y	☐ N	Traumatic Brain Injury (TBI)	
☐ Y	☐ N	Visually Impaired (VI)	
The child cannot be considered eligible for this category if the MET answers "yes" to any exclusion items.			

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ELIGIBILITY DETERMINATION CHECKLIST: EMOTIONAL DISABILITY (EmD)

DEFINITION: Emotional Disability (EmD) exists when a child exhibits one (1) or more of the following characteristics over a long period of time and/or to a marked degree, adversely affecting educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory or health factors, (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, (c) inappropriate types of behaviors or feelings under normal circumstances, (d) a general pervasive mood of unhappiness or depression, and/or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. EmD includes schizophrenia; however, EmD does not refer to children who are socially maladjusted, unless it is determined that they have an emotional disability.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

OBSERVATION: *An observation was conducted:*

Location of observation: Date of observation:

Observer name:

Qualifications: ☐ MDE-licensed school psychologist ☐ Board-licensed psychologist ☐ Psychiatrist

REQUIRED CRITERIA: *The child demonstrates:*			**SUPPORTING EVIDENCE[A]**
☐ Y	☐ N	(A) Inability to learn that cannot be explained by intellectual, sensory or health factors	
☐ Y	☐ N	(B) Inability to build or maintain satisfactory interpersonal relationships with peers and teachers	
☐ Y	☐ N	(C) Inappropriate types of behaviors or feelings under normal circumstances	
☐ Y	☐ N	(D) General pervasive mood of unhappiness or depression	
☐ Y	☐ N	(E) Tendency to develop physical symptoms or fears associated with personal or school problems	
☐ Y	☐ N	Emotional characteristics (A-E) have been exhibited over a long period of time or to a marked degree	
☐ Y	☐ N	Adverse impact on educational performance	

The child must meet one (1) or more required criteria (A-E) AND demonstrate characteristics over a long period of time/to a marked degree AND have an adverse educational impact to be eligible for this category. See Exclusions.	
EXCLUSIONS: *The child's performance is primarily affected by:*	**SUPPORTING EVIDENCE[B]**
☐ Y ☐ N Social maladjustment without a concomitant emotional disability	
The child cannot be considered eligible for this category if the MET answers "yes" to the exclusion item.	

[A] *The supporting evidence must contain narrative descriptions of child behavior(s), situations in which the behavior(s) do(es) and do(es) not occur, antecedents leading to the behavior(s), and consequences immediately following the behavior(s); functional assessments of the child behavior (if conducted); descriptions of attempts to address the behavior(s) including Behavior Intervention Plans (if developed and implementd during the pre-referral process), office discipline referrals, and disciplinary actions and the results of these attempts; documentation to support the existence of the behavior(s) for a long period of time and/or to a marked degree; a description of how the behavior(s) adversely affect educational performance; a statement as to whether the behavior(s) are typical for the child's age, setting, circumstances, and peer group, and if not, how the behavior(s) are different; a description of the association between documented patterns of behavior and results of emotional and behavioral assessments; a statement from an MDE-licensed school psychologist, board-licensed psychologist, or psychiatrist supporting elilgibility based on an observation, review of all information gathered during the comprehensive evaluation, interpretations of test instruments used, and review of eligibility criteria.*

[B] *If the team concludes the child does not meet the criteria for EmD because all behavior patterns appear to be the result of social maladjustment, the eligibility determination report must indicate this conclusion. Documentation must be included to support the team's conclusion that the behaviors are indicative of social maladjustment.*

ELIGIBILITY DETERMINATION CHECKLIST: HEARING IMPAIRMENT (HI)

DEFINITION: Hearing Impairment (HI) means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification that adversely affects a child's educational performance.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

REQUIRED CRITERIA: *The child demonstrates:*		**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N	Deaf (severe impairments in processing linguistic information through hearing with or without amplification) - OR - Hearing impairment (permanent or fluctuating hearing impairment)	
☐ Y ☐ N	Adverse impact on educational performance	

The child must have one (1) type of hearing impairment AND an adverse educational impact to be eligible for this category.

[A] *The supporting evidence must contain an audiometric evaluation conducted by an audiologist (MDE license in audiology, MSDH license, ASHA-CCC, or AAA certification) or physician with expertise in audiological exams using appropriate audiological equipment explaining each of the following: (a) type of loss, (b) age of onset (if known), (c) severity of loss, (d) speech reception or speech awareness thresholds (if obtainable), (e) speech discrimination scores (if applicable), (f) recommendations regarding amplification, and (g) other recommended interventions, if any, including the need for assistive technology; a description of a follow-up examination and results, including how the conditions noted during the examination might interfere with educational testing and performance and recommendations for accommodations, modifications, and educational programming; acoustic immitance measures; an audiogram and/or measures of auditory evoked potential, such as Auditory Brainstem Response (ABR), Auditory Steady State Response (ASSR), and Otoacoustic Emissions (OAE) that would define the hearing loss; a description of how the hearing loss impacts educational performance; and communication abilities and needs including the need for assisted communication.*

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ELIGIBILITY DETERMINATION CHECKLIST: INTELLECTUAL DISABILITY (ID)

DEFINITION: Intellectual Disability (ID) means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

REQUIRED CRITERIA: *The child demonstrates:*		**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N	Significant subaverage general intellectual functioning (cognitive abilities)[B]	
☐ Y ☐ N	Significant deficits in adaptive behavior[B]	
☐ Y ☐ N	Significant deficits evidenced in reaching developmental milestones in early childhood	
☐ Y ☐ N	Adverse impact on educational performance	

The child must meet <u>all</u> required criteria to be eligible for this category.

[A] *The supporting evidence must contain evidence of mild to severe learning problems that adversely affected the child's educational performance and delays in cognitive abilities, adaptive behavior, and developmental milestones before entering school as indicated on an individualized standard achievement test, an individualized standardized measure of cognitive abilities, and a norm-referenced measure of adaptive behavior, which must include the home version of the measure if it is a component of the measure; completed by the primary caregiver(s). If the adaptive behavior measure allows for an informant other than the primary caregiver, the informant must be knowledgeable of how the child functions outside the school environment.*

[B] *Significantly subaverage general intellectual functioning is defined as two (2) or more standard deviations below the mean, including a standard score of 70, on a measure of cognitive ability. Significantly deficits in adaptive behavior is two (2) or more standard deviations below the mean, including a standard score of 70, on a measure of adaptive functioning.*

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ELIGIBILITY DETERMINATION CHECKLIST: LANGUAGE / SPEECH IMPAIRMENT (LS)

DEFINITION: Language or Speech Impairment (LS) means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. Speech disorders include impairments in articulation, fluency and/or voice. Language disorders include developmental or acquired impairments in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal, and graphic symbol systems. A communication disorder may range in severity from mild to profound and may appear in combination with other communication disorders. A communication disorder may be the primary disability or secondary to other disabilities.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

ALTERNATE CRITERIA: *The child demonstrates:*	**SUPPORTING EVIDENCE[A]**
Articulation Disorder (A1) ☐ Y ☐ N Atypical production of speech sounds with substitutions, omissions, additions, or distortions that may interfere with intelligibility	
Phonological Processing Disorder (A2) ☐ Y ☐ N Impairment in following the rules governing the addition or substitution of a phoneme including impairments in voicing, deletion, fronting, syllable, phoneme, and other processes	
☐ Y ☐ N Adverse impact on educational performance	

OROFACIAL EXAM: *An orofacial exam was conducted:*

Examiner: Date of exam:

Qualifications: ☐ Speech-Language Pathologist (215 AA)
☐ Speech-Language Therapist (216 A) ☐ Other: _____

The child must have an Articulation Disorder (A1) OR a Phonological Processing Disorder (A2) AND an adverse educational impact to be eligible for this category using these criteria.

[A] *Supporting evidence must contain the results of an orofacial examination and, if necessary, a statement from a medical specialist noting physical problems which would interfere with language/speech production. In addition, evidence of articulation skill below age-appropriate peers based on normative data, including a measure of stimulability, are required for articulation evaluations for children ages 30 months and older.*

ALTERNATE CRITERIA: *The child demonstrates an interruption in the flow of speaking with:*	**SUPPORTING EVIDENCE[B]**
Fluency Disorder ☐ Y ☐ N (B1) An atypical rate, atypical rhythm, and repetitions in sounds, syllables, words, and phrases	
☐ Y ☐ N Adverse impact on educational performance	
OPTIONAL CRITERIA: *The child demonstrates:*	**SUPPORTING EVIDENCE***
☐ Y ☐ N (B2) Excessive tension, struggle behavior, and secondary mannerisms	
The child must have a Fluency Disorder (B1) AND an adverse educational impact AND may (not) have optional characteristics (B2) to be eligible for this category using these criteria.	

[B] *Supporting evidence includes the child's ability to communicate in academic, social and vocational settings and must contain a statement of the number, types, and severity of disruptions, and a description of secondary characteristics in various settings (e.g., reading, monologue, conversation).*

ALTERNATE CRITERIA: *The child demonstrates:*	**SUPPORTING EVIDENCE[C]**
Voice Disorder ☐ Y ☐ N Abnormal production and/or absences of vocal quality, pitch, loudness, resonance and/or duration inappropriate for the child's age and/or sex	
☐ Y ☐ N Adverse impact on educational performance	
The child must have a Voice Disorder AND an adverse educational impact to be eligible for this category using these criteria.	

[C] *Supporting evidence includes the child's ability to communicate in academic, social and vocational settings and must contain a statement of release and recommendations for services from a physician, if conducted.*

ALTERNATE CRITERIA: *The child demonstrates impairment in comprehension and/or use of spoken, written and/or other symbol systems with:*	**SUPPORTING EVIDENCE[D]**
Language Disorder ☐ Y ☐ N (D1) Impairment in phonology, morphology, and syntax (i.e., form of language) ☐ Y ☐ N (D2) Impairment in semantics (i.e., context of language) ☐ Y ☐ N (D3) Impairment in pragmatics (i.e., function of language in communication)	
☐ Y ☐ N Adverse impact on educational performance	
The child must have <u>one (1) or more</u> characteristics (D1, D2, D3) of a Language Disorder AND an adverse educational impact to be eligible for this category using these criteria.	

[D] *Supporting evidence includes the child's ability to communicate in academic, social and vocational settings and must contain the results of a standardized measure of expressive and/or receptive language including morphology, syntax, semantics and/or pragmatics.*

ELIGIBILITY DETERMINATION CHECKLIST: MULTIPLE DISABILITIES (MD)

DEFINITION: Multiple Disabilities (MD) means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that children cannot be accommodated in special education programs solely for one of the impairments. Although disabilities in two (2) or more areas may exist in the following categories, Deaf-Blindness, Specific Learning Disability, Developmental Delay or Language or Speech Impairment, these categories do not constitute Multiple Disabilities, in and of themselves. Language/Speech Impairment, along with another disability, is generally viewed as a secondary condition, not MD.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

REQUIRED CRITERIA: *The child demonstrates:*	**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N Autism (AU) ☐ Y ☐ N Emotional Disability (EmD) ☐ Y ☐ N Hearing Impairment (HI) ☐ Y ☐ N Intellectual Disability (ID) ☐ Y ☐ N Orthopedic Impairment (OI) ☐ Y ☐ N Other Health Impairment (OHI) ☐ Y ☐ N Traumatic Brain Injury (TBI) ☐ Y ☐ N Visually Impaired (VI)	*Complete the two (2) or more associated eligibility determination checklist and attach it to this checklist.*
☐ Y ☐ N Severe educational needs that cannot be accommodated in special educational programs designed for one impairment	

The child must have <u>two (2) or more</u> disabilities AND severe educational needs that cannot be accommodated in special education programs designed for one (1) of the disabilities alone to be eligible under this category. See Exclusions for each disability selected.

[A] *The supporting evidence must contain the required supporting evidence of eligibility for each disability category indicated.*

[B] *When considering eligibility under MD, remember that DB is its own individual category. A child with HI and VI would be considered DB, not MD; however, a child with DB, OI, and OHI may be considered MD if the resulting educational needs were severe and could not be accommodated by a special education program designed for DB.*

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ELIGIBILITY DETERMINATION CHECKLIST: OTHER HEALTH IMPAIRMENT (OHI)

DEFINITION: Other Health Impairment (OHI) means 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 (A) is due to chronic or acute health problems such as asthma, attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, or Tourette Syndrome; and (B) adversely affects a child's educational performance.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

REQUIRED CRITERIA: *The child demonstrates:*		**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N	Significant limitations of strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness to the educational environment[B]	
☐ Y ☐ N	Chronic or acute health problem (e.g., asthma, ADD/ ADHD, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, or Tourette Syndrome)[B]	
☐ Y ☐ N	Adverse impact on educational performance	

The child must meet <u>all</u> required criteria AND may (not) meet the optional criteria to be eligible for this category.

[A] When considering eligibility under OHI due to ADD/ADHD, the supporting evidence must contain a description of the child's behaviors, settings in which the behaviors occur, antecedents leading to the behaviors, and consequences immediately following the behaviors; <u>AND</u> descriptions of attempts to address the behaviors and the results including office discipline referrals and disciplinary actions; <u>AND</u> a description of how the behaviors adversely affect educational performance; <u>AND</u> a statement as to whether the behaviors are typical for the child's age, setting, circumstances, and peer group, and, if not, how the behaviors are different; <u>AND</u> a description of the correlation between documented behavior and results of ADHD assessments. [NOTE: A diagnostic report from a physician or nurse practitioner is <u>not</u> required for ADD/ADHD.]

[B] The supporting evidence must contain a diagnostic report from a physician or nurse practitioner that provides information on the nature of the child's health impairment, limititations and precautions to be considered, and recommendations for educational programming.

ELIGIBILITY DETERMINATION CHECKLIST: ORTHOPEDIC IMPAIRMENT (OI)

DEFINITION: Orthopedic Impairment (OI) means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot or absence of one or more members), disease (e.g., poliomyelitis or bone tuberculosis), and other causes (e.g., cerebral palsy, amputations, fractures or burns causing contractures).

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

REQUIRED CRITERIA: *The child demonstrates:*		**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N	Severe orthopedic impairment due to a congenital anomaly, a disease, or other cause	
☐ Y ☐ N	Adverse impact on educational performance	

The child must have a severe orthopedic impairment due to a congenital anomaly, a disease, or other cause AND an adverse educational impact to be eligible for this category.

[A] *The supporting evidence must contain a diagnostic report from a licensed physician or nurse practitioner that describes the nature of the child's congenital or acquired orthopedic impairment, any limitations and precautions and any recommendations for educational programming.*

GREENVILLE PUBLIC SCHOOL DISTRICT • OFFICE OF SPECIAL EDUCATION

ELIGIBILITY DETERMINATION CHECKLIST: SPECIFIC LEARNING DISABILITY (SLD)

DEFINITION: Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disability or of environmental, cultural differences, or economic disadvantage.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

BASIS: *This decision is based on one (1) or more of the following (documentation of the procedures used for must be included):*

☐ Y ☐ N Child's response to scientific, research-based interventions (RtI)

☐ Y ☐ N A severe discrepancy[A] between intellectual ability and achievement

☐ Y ☐ N Alternative research-based procedures

OBSERVATION: *An observation was conducted:*

[B]Location of observation: [B]Date of observation:

☐ Y ☐ N Behaviors that interfere with learning noted during observation
(If yes, attach statement about the relationship of behavior to the child's academic functioning.)

REQUIRED CRITERIA: *The child demonstrates for one (1) or more of the areas indicated below:*	**SUPPORTING EVIDENCE[C]**
☐ Y ☐ N Inadequate achievement for age - OR - ☐ Y ☐ N Failure to meet State-approved, grade-level standards	
☐ Y ☐ N Pattern of strengths and weaknesses in performance, achievement, or both relative to age, expectations, or intellectual development - OR - ☐ Y ☐ N Lack of response to scientifically-based instruction	
☐ Y ☐ N Adverse impact on educational performance	

AREA(S) OF SPECIFIC LEARNING DISABILITY

☐ Listening Comprehension	☐ Basic Reading Skill	☐ Mathematics Calculation
☐ Oral Expression	☐ Reading Fluency Skills	☐ Mathematics Problem Solving
☐ Written Expression	☐ Reading Comprehension	

The child must meet <u>all</u> required criteria AND have <u>one (1) or more</u> area(s) indicated to be eligible for this category. See Exclusions.	
EXCLUSIONS: *The child's performance is <u>primarily</u> due to:*	**SUPPORTING EVIDENCE[C]**
☐ Y ☐ N Visual Impairment (VI)	
☐ Y ☐ N Hearing Impairment (HI)	
☐ Y ☐ N Motor Disabilities	
☐ Y ☐ N Intellectual Disability (ID)	
☐ Y ☐ N Emotional Disability (EmD)	
☐ Y ☐ N Environmental or economic disadvantage	
The child cannot be considered eligible for this category if the MET answers "yes" to any exclusion items.	

[A] *Severe discrepancy is defined as 1.5 standard deviations below the measure of intellectual ability.*

[B] *The supporting evidence must include an observation conducted in the child's learning environment (including the general education classroom setting) documenting academic performance and behavior in the areas of difficulty in routine classroom instruction and monitoring of the child's performance done before the child was referred for an evaluation <u>OR</u> in the general education classroom after the child was referred for an evaluation and parental consent is obtained <u>OR</u> in an appropriate environment for a child for children less than school age or out of school.*

[C] *The supporting evidence must include a description of educationally relevant medical findings, if any; documentation of the provision of learning experiences and instruction appropriate for the child's age or State-approved grade-level standards in any area indicated; and, when using the child's response to scientific, research-based intervention as the basis, a description of instructional strategies used and student-centered data collected and documentation of provision to parents information about MDE's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided, strategies for increasing the child's rate of learning, and their right to request a comprehensive evaluation.*

GREENVILLE PUBLIC SCHOOL DISTRICT • OFFICE OF SPECIAL EDUCATION

ELIGIBILITY DETERMINATION CHECKLIST: TRAUMATIC BRAIN INJURY (TBI)

DEFINITION: Traumatic Brain Injury (TBI) means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one (1) 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/or speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

REQUIRED CRITERIA: *The child demonstrates:*		**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N	An acquired brain injury caused by external physical force	
☐ Y ☐ N	Physical impairments	
☐ Y ☐ N	Attention, sensory-perception, or sensory-motor impairments	
☐ Y ☐ N	Cognitive impairments (*i.e., memory, reasoning, abstract thinking, judgment, information processing, or problem-solving*)	
☐ Y ☐ N	Language or speech impairments	
☐ Y ☐ N	Psychosocial impairments	
☐ Y ☐ N	Adverse impact on educational performance	

The child must meet all required criteria AND have one (1) or more impairment(s) to be eligible for this category.

EXCLUSIONS: *The child's performance is primarily affected by a brain injury due to:*		**SUPPORTING EVIDENCE**
☐ Y ☐ N	Congenital or degenerative causes	
☐ Y ☐ N	Birth trauma	

The child cannot be considered eligible for this category if the MET answers "yes" to any exclusion items.

[A] *The supporting evidence must contain (a) information about impairments collected from a variety of sources (e.g., existing records, interviews, observations, and tests with the child, teachers, and parents and/or caregivers) who are familiar with the child's educational differences in functioning prior to and following the injury, (b) a description of the acquired brain injury and the cause of the injury, and (c) a statement from a physician, rehabilitation service provider, or healthcare provider describing any precautions, limitations, and/or recommendations.*

ELIGIBILITY DETERMINATION CHECKLIST: VISUALLY IMPAIRED (VI)

DEFINITION: Visual Impairment (VI) including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

The Multidisciplinary Evaluation Team (MET) has determined

☐ Y ☐ N 1. The determinant factor for the child's performance is due to a lack of appropriate instruction in reading or math, including the essential components of reading instruction as defined in section 1208(3) of ESEA;

☐ Y ☐ N 2. The determinant factor for the child's performance is due to limited English proficiency or social or cultural differences;

☐ Y ☐ N 3. The preponderance of the evidence supports the need for special education and related services with any inconsistencies explained;

☐ Y ☐ N 4. The child's evaluation is sufficiently comprehensive, based on the information available, to identify all of the child's educational needs, regardless of whether those needs are typically linked to the disability category;

☐ Y ☐ N 5. The preponderance of the evidence supports the presence of a disability with any inconsistencies documented and explained.

The child is not eligible for special education at this time if the MET answers "yes" to 1 or 2 or "no" to 3, 4 or 5.

REQUIRED CRITERIA: *The child demonstrates:*	**SUPPORTING EVIDENCE[A]**
☐ Y ☐ N Blind (little or no vision) - OR - ☐ Y ☐ N Partially sighted (significant vision loss) - OR - ☐ Y ☐ N Legally blind (visual acuity of ≤20/200 in better eye after correction or contracted peripheral field of <20°) - OR - ☐ Y ☐ N Other severe visual problems	
☐ Y ☐ N Adverse impact on educational performance	

The child must have one (1) type of vision impairment AND an adverse educational impact to be eligible for this category.

[A] *The supporting evidence must contain a statement from an opthalmologist or optometrist supporting eligibility that includes descriptions of visual acuity, diagnosed visual problems, a statement of how the child's visual problems affect educational performance and recommendations for educational programming.*