**Vermilion Association for Special Education**

**Multiple Disabilities Entrance Criteria**



**State Definition**

Multiple Disabilities means concomitant impairments (such as intellectual impairment-blindness, intellectual impairment-orthopedic impairment) the combination of which causes severe educational needs that they cannot be accommodated in special education programs solely for the impairments. Multiple disabilities does NOT include deaf-blindness.

**Cooperative Definition**

A child shall have the following two characteristics:

* Meet the standards for two or more identified disabilities **AND**
* Be unable to benefit from services and supports designed for only one of the disabilities, as determined to be primary or secondary disabilities by the IEP team.

Children who are classified as multiple disabled shall:

* Have a combination of two or more disabilities;
* The nature of the combination of disabilities require significant developmental and educational programming that cannot be accommodated with special education services that primarily serve one area of the disability.

**Step 1: Identification of a Disability**

Y N Identification of Disability

Y N Documentation of two or more disabilities, following the adopted criteria and definitions for each.

\_\_\_\_\_Autism

\_\_\_\_\_Intellectual Disability

\_\_\_\_\_Emotional Disability

\_\_\_\_\_Hearing Impairment

\_\_\_\_\_Deafness

\_\_\_\_\_Orthopedic Impairment

\_\_\_\_\_Other Health Impairment

\_\_\_\_\_Speech-Language Impairment

\_\_\_\_\_Traumatic Brain Injury

\_\_\_\_\_Visual Impairment

\_\_\_\_\_Specific Learning Disability

**Step 2: Determination of Adverse Effect**

Y N Documentation of adverse effect on educational performance

**Step 3: Determination of Need of Special Education Services**

Y N The student requires specialized instruction to address the adverse effect of the delays on educational performance.

**Step 4: Eligibility**

Y N The student is entitled to special education services.