

# Disability Determination Questions by Disability Category

[SBE Rule 2362.2.4 and 34 CFR §300.306]



## Autism

1. The existence of autism and its effect on the student's ability to function?  Yes  No
2. Was this existence determined by a licensed physician and/or psychologist with training and experience in understanding autism spectrum disorders and developmental disorders?  Yes  No

## Developmental Delay

1. The child/student demonstrated an observable and measure 40% delay in one or more fundamental skills?  Yes  No

OR

Exhibits a 2.0 standard deviation at, or below the mean (2nd percentile) in one of the following OR exhibits a 1.5 standard deviation at or below the mean (7th percentile) in 2 or more of the following areas:

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| Receptive and/or expressive communication                             | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Adaptive development  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Social or emotional development                                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Physical development including gross or fine motor skills             | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Cognitive skills such as perception, memory, processing and reasoning | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
2. Determined the delay using at least two assessment procedures, at least one being a norm-referenced assessment?  Yes  No
  3. A medical condition, documented by a physician, which may result in significant delays by the child's sixth birthday?  Yes  No
  4. The child/student was on an Individual Family Service Plan/One Plan prior to their third birthday and still demonstrates a 25% delay?  Yes  No

## Disability Category-Emotional Disturbance

1. The student's condition exhibits one or more of the following met criteria over a long period of time and to a marked degree? (circle all that apply):
  - 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?

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- c. Inappropriate types of behaviors or feelings under normal circumstances?
  - d. A general pervasive mood of unhappiness or depression a tendency to develop physical symptoms or fears associated with personal or school problems?
2. A licensed psychologist or psychiatrist provided an opinion of the existence of the ED and its effect on the student's ability to function?  Yes  No

## Disability Category-Hearing Loss

1. The student had a 25 decibel HL threshold (ANSI, 69) or worse for one or more of the frequencies 250-8000HZ, in one or both ears?  Yes  No
2. As determined by an audiologist, otologist or otolaryngologist?  Yes  No

## Disability Category-Intellectual Disability

1. A minus 1.5 standard deviation on a test of intellectual ability (e.g. 100 minus 22.5 points on most standard, cognitive tests)?  Yes  No
2. Concurrent deficits in adaptive behavior were documented?  Yes  No

## Disability Category-Other Health Impairment

1. The existence of an impairment that limits a student's strength, vitality or alertness (including a heightened alertness to environmental stimuli) that results in limited alertness with respect to the educational environment?  Yes  No
2. Was it determined by a professional who has the appropriate licensure to offer the opinion of the specific condition and its effect on the student's ability to function?  Yes  No
3. Was it determined by a professional who has specific training and experience in diagnosing and recommending treatment for the specific condition suspected?  Yes  No

## Disability Category-Orthopedic Impairment

1. The existence of a congenital anomaly, disease, or other condition and it's effect on the student to function?  Yes  No
2. A licensed physician provided the diagnosis and its effect on the student's ability to function?  Yes  No

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## Disability Category-Specific Learning Disability-Discrepancy Model

1. A 1.5 SD discrepancy exists below an expected achievement level in:
  - oral expression
  - listening comprehension
  - written expression
  - basic reading skills
  - reading comprehension
  - mathematics calculation
  - mathematics reasoning
2. A written observation outside of the testing setting was performed.  Yes  No
3. The 1.5 SD discrepancy was calculated correctly (e.g. Standard Error of measurement was considered, most current evaluation procedure was used, where appropriate)?  Yes  No
4. Did the EPT determine that the disability is not primarily the result of:
  - A visual, hearing, or motor disability?  Yes  No
  - Learning Impairment?  Yes  No
  - Emotional Disturbance?  Yes  No
  - Cultural factors?  Yes  No
  - Environmental or economic disadvantage?  Yes  No
  - Limited English Proficiency?  Yes  No

## Disability Category-Specific Learning Disability- RtI/MTSS

1. High quality instruction and behavior supports were provided by trained personnel?  Yes  No
2. Scientifically validated interventions were appropriate for suspected basic skill areas affected by the Specific Learning Disability?  Yes  No
3. On-going progress monitoring was conducted to inform interventions?  Yes  No
4. Data includes rate of student progress compared to the general population and to a similar peer interaction group, with baseline data compared to pre/post interventions?  Yes  No
5. Learning experiences appropriate to the student were provided with integrity at an appropriate level of consistency, and includes of the amount and intensity of intervention?  Yes  No
6. Data-based intervention, integrity, fidelity, and intensity have been identified?  Yes  No
7. A systematic process for using a continuum of intervention options was used to determine if a child responded to research-based interventions?  Yes  No
8. Parents were informed throughout the RtI process (benchmark assessment performance, strategic and curriculum adaptations, progress monitoring, EST data-based decisions, referral to special education)?  Yes  No
9. A classroom observation was conducted and was found consistent with other information about the child's academic and functional performance?  Yes  No

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## Disability Category-Speech/Language Impairment

1. Is there a 2.0 standard deviation delay in Listening Comprehension?  Yes  No
2. Is there a 2.0 standard deviation delay in Oral Expression?  Yes  No
3. Determined a 2+ Articulation errors in unrelated phonemes for a developmental age range?  Yes  No

## Disability Category-Traumatic Brain Injury

1. A licensed physician provided the diagnosis of the TBI and its effect on the student's ability to function?  Yes  No
2. The condition does not include congenital or degenerative defects or brain injuries induced by birth trauma?  Yes  No
3. The condition includes open or closed head injuries resulting in impairments in one or more of the following areas:  Yes  No
  - cognition  reasoning  sensory, perceptual and motor abilities
  - attention  abstract thinking  problem solving
  - judgment  memory

## Disability Category-Visual Impairment

1. Central visual acuity is 20/70 or worse in the better eye, with correction or a peripheral field that subtends an angle not greater than 20 degrees at its widest diameter?  Yes  No
2. As evaluated by an optometrist or ophthalmologist?  Yes  No