

SPECIAL EDUCATION ELIGIBILITY CRITERIA

Ford County Special Education Cooperative

**Gibson City-Melvin-Sibley CUSD #5
Paxton-Buckley-Loda CUSD #10**

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**ELIGIBILITY DETERMINATION CRITERIA
ATTENTION DEFICIT DISORDER (ADD) and
ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)**

Definition: The student has limited strength, vitality or alertness due to chronic health problems such as ADD or ADHD.

Criteria: A, B, C, and D below must all be met in order to be eligible under Other Health Impairment because of ADD or ADHD.

A. Choose (1) or (2):

(1) Six or more of the following symptoms of inattention have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

- Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
- Often has difficulty sustaining attention in tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Often does not follow through on instructions and fails to finish schoolwork or chores (not due to oppositional defiant behavior or failure to understand directions).
- Often has difficulty organizing tasks and activities.
- Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework).
- Often loses things for tasks or activities (e.g. toys, school assignments, pencils, books, or tools).
- Often is easily distracted by extraneous stimuli.
- Often is forgetful in daily activities.

(2) Six or more of the following symptoms of hyperactivity-impulsivity have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

- Often fidgets with hands or feet or squirms in seat.
- Often leaves seat in classroom or in other situations in which remaining in seat is expected.
- Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents may be limited to subjective feelings of restlessness).
- Often has difficulty playing or engaging in leisure activities quietly.
- Often is "on the go" or often acts if "driven by a motor."
- Often talks excessively.
- Often blurts out answers before questions have been completed.
- Often has difficulty waiting turn.
- Often interrupts or intrudes on others (e.g., butts into conversations or games).

B. Some hyperactive-impulse or inattention symptoms that caused impairment were present before age 7 years.

C. Some impairment from the symptoms is present in two or more settings (e.g., in school, at home, in the community).

D. There must be clear evidence of a very significant impairment in social or academic functioning.

The student meets the criteria for ADD or ADHD: Yes No

ELIGIBILITY DETERMINATION CRITERIA AUTISM

Definition: A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Criteria: The student demonstrates at least the number of characteristics specified in each of the categories below, with a total of six or more items:

Qualitative Impairment in Social Interaction

The student demonstrates at least two of the following:

- Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body posture, and gestures to regulate social interaction.
- Failure to develop peer relationships appropriate to developmental level.
- A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by lack of showing, bringing, or pointing out objects of interest).
- Lack of social or emotional reciprocity.

Qualitative Impairment of Communication, Language and Symbolic Development

The student demonstrates at least one of the following:

- Delay in, or total lack of, the development of spoken languages (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime).
- In children 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.

Restricted Repetitive and Stereotyped Patterns of Behavior, Interests, and Activities

The student demonstrates at least one of the following:

- Preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal in either intensity or focus.
- Inflexible adherence to specific, nonfunctional routine or rituals.
- Stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements).
- Persistent preoccupation with parts of objects.

The student meets the criteria for Autism:

Yes

No

**ELIGIBILITY DETERMINATION CRITERIA
DEAF-BLIND
(Adopted by: Project Reach Illinois Deaf-Blind Services)**

Definition: Persons with deaf-blindness are persons who have both auditory and visual impairments, the combination of which causes such severe communication and other developmental, educational, vocational and rehabilitation problems that such persons cannot be properly accommodated in special education or vocational rehabilitation programs solely for persons who are hearing impaired or visually handicapped.

To be eligible for deaf-blind services, a person must have:

- A visual impairment and an auditory impairment, or
- A condition in which there is a progressive loss of hearing and vision.

A **visual impairment** is defined to mean one or more of the following:

- Corrected visual acuity poorer than 20/70 in better eye;
- Restricted visual field of 20 degrees or less in the better eye;
- Cortical blindness; and
- Does not appear to respond to visual stimulation, which adversely affects educational performance as determined by the multidisciplinary conference.

An **auditory impairment** is defined to mean one or more of the following:

- A sensorineural or ongoing chronic conductive hearing loss in the better ear with aided sensitivity of 26 dB HL or poorer;
- Functional auditory behavior that is significantly discrepant from the person's present cognitive and/or developmental levels, which adversely affects educational performance as determined by the multidisciplinary conference.

The student meets the criteria for Deaf-Blind: Yes No

ELIGIBILITY DETERMINATION CRITERIA DEVELOPMENTAL DELAY

Definition: Developmental Delay means a delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development. The term may include children three through nine years of age.

Checklist for determining eligibility:

1. Identification of Disability
 - Age 3-9
 - Documentation of developmental delay (significantly below age expectations for normal skill development) in one or more of the following areas:
 - Cognitive Development (e.g. comprehension, reasoning, memory, etc.)
 - Physical Development (e.g. failure to thrive, low birth weight, gross/fine motor skills, sensory needs, muscle bone development, etc.)
 - Adaptive Development (e.g. daily living skills, safety awareness, etc.)
 - Speech/Language Development (e.g. articulation, basic concepts, etc.)
 - Social/Emotional Development (e.g. attention, coping skills, interpersonal interactions, impulse control, etc.)
 - For students exiting an Early Childhood program, rule out all other eligibility areas as the primary basis for the student's learning difficulties.
2. Documentation of adverse effect on education performance (or for preschool children, adverse effect on involvement in appropriate activities).
3. Determination of need for special education/related services.

The student meets the criteria for Developmental Delay: **Yes** **No**

ELIGIBILITY DETERMINATION CRITERIA EMOTIONAL DISTURBANCE (ED)

Definition: A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's 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 behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Criteria: The exclusionary factors have been ruled out and the student exhibits the characteristics listed below:

Exclusionary Factors

The evaluation team does not consider cognitive delay, sensory problems, health problems, cultural issues and/or language issues as being the primary determinant(s) of the student's educational problems. If one of these factors affects educational performance, please specify below:

The student exhibits one or more of the following characteristics (Note: Includes schizophrenia, but does not include social maladjustment unless it is determined that the inclusionary factors are met):

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- Inability to develop or maintain satisfactory interpersonal relationships with peers and/or teachers.
- Inappropriate types of behaviors or feelings under normal circumstances or in response to the learning environment.
- General or pervasive mood of anxiety, unhappiness, and/or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

The behaviors checked below have been exhibited: (All must be checked to meet criteria.)

- Adversely affecting educational performance.
- Over an extended period of time (i.e. duration).
- To a marked degree (i.e., severity/intensity).
- After interventions have been attempted and documented.

The student meets the criteria for Emotional Disturbance: Yes No

ELIGIBILITY DETERMINATION CRITERIA HEARING IMPAIRMENT

Definition: An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance.

Criteria: The student meets the criteria in each of the sections below:

Audiological The student meets one of the two following criteria:

- Sensorineural hearing loss, long standing or chronic fluctuating conductive hearing loss.
- Uses personal hearing aids or needs amplification in the school setting.

The student's hearing acuity (loss) is:

- Mild (25-40 dB)
- Moderate (41-55 dB)
- Moderate/Severe (56-70 dB)
- Severe (71-90 dB)
- Profound Deafness (greater than 90 dB)

Educational: The student exhibits one or more of the following characteristics due to hearing loss:

- a. difficulty comprehending and/or following oral directions
- b. difficulty in understanding and participating in class discussion
- c. school achievement below grade level
- d. speech and/or language delays
- e. seems disinterested or inattentive in class
- f. seems unaware that others are speaking
- g. demonstrates facial expressions that suggest confusion
- h. exhibits problems adjusting socially and/or emotionally due to hearing loss
- i. is at risk for any of the above due to hearing loss

The student meets the criteria for Hearing Impairment: **Yes** **No**

ELIGIBILITY DETERMINATION CRITERIA COGNITIVE DISABILITY (CD)

Definition: 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.

Criteria: The student meets the following two criteria:

- The student has an IQ of 69 or below on an individually administered intelligence test and
- Concurrent delay in at least two of the 10 adaptive behavior skill areas:
 - Communication
 - Health & Safety
 - Social Skills
 - Work
 - Home Living
 - Leisure
 - Self Direction
 - Community Use
 - Self Care
 - Functional Academics

Exclusionary Criteria: The IEP team has ruled out the following factors as being the primary determinants of the student's cognitive disability:

- Vision, Hearing, or Motor Disability
- Social-Emotional Disturbance
- Environmental, Cultural, or Economic Disadvantage
- Limited English Proficiency

Levels of Cognitive Disability:

- Mild – IQ level 50-55 to 69
- Moderate – IQ level 35-40 to 50-55
- Severe – IQ level 20-25 to 35-40
- Profound – IQ level below 20-25

The student meets the criteria for Cognitive Disability: Yes **No**

ELIGIBILITY DETERMINATION CRITERIA MULTIPLE DISABILITIES

Definition: Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), 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.

Criteria: The multiple disabilities below cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments.

The multiple disabilities are:

ELIGIBILITY DETERMINATION CRITERIA ORTHOPEDIC IMPAIRMENT (PI)

Definition: A severe orthopedic impairment that adversely affects a child's education performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Criteria: The student meets one or more of the following criteria:

- Impairments caused by a congenital anomaly (e.g., clubfoot, absence of some member, etc.)
- Impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.)
- Impairments from other causes (e.g., cerebral palsy, amputations, fractures or burns that cause contractures)

And meets the following criteria:

- The impairment adversely affects the child's educational performance.

The student meets the criteria for Orthopedic Impairment: **Yes** **No**

ELIGIBILITY DETERMINATION CRITERIA OTHER HEALTH IMPAIRMENT (OHI)

Definition: 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 asthma, attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia.

NOTE: Other Health Impairment eligibility based on ADD or ADHD will be on a separate page.

Criteria: Both conditions below must be met in order to establish eligibility for the category “Other Health Impaired.”

The child demonstrates one or more of the following health issues that is temporary or permanent in nature and may require adaptations in the physical plant:

- (A) 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
- (B) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia.

An assessment of academic functioning must demonstrate the following adverse effects upon educational performance that requires specialized instruction because of:

- (A) A lack of meaningful and productive participation; and
- (B) Reduced efficiency in schoolwork.

Exclusionary factors: An individual will not be considered eligible for services under Other Health Impaired if one or more of the following exist:

- (A) The adverse effect is from a lack of instruction in reading or math that is not related to the health impairment.
- (B) The adverse effect is from environmental, cultural, or economic disadvantage as a result of such factors as: second language, Limited English Proficiency, other cultural values and experiences and experiential differences.
- (C) The adverse effect is judged to result from absenteeism (unrelated to health) or change in residence or schools.
- (D) The disability is more accurately described by another category of eligibility.
- (E) The adverse effect is primarily due to active substance abuse.

The student meets the criteria for Other Health Impairment: Yes No

ELIGIBILITY DETERMINATION CRITERIA SPECIFIC LEARNING DISABILITY (SLD/LD)

Definition: 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 an 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. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. [105 ILCS 5/14-1.03(a)]

Criteria: The student has met both the inclusionary and exclusionary criteria below.

1. Exclusionary Criteria:

The evaluation team has ruled out the following factors as the primary determinants/criteria for the student's learning disability. (Check those factors ruled out. If any are not checked, the student cannot have a primary eligibility of specific learning disability.)

- Visual, hearing, or motor disability
- Cognitive disability
- Emotional disability
- Cultural factors
- Environmental or economic disadvantage
- Lack of appropriate instruction in reading, including the essential components of reading instruction
- Lack of appropriate instruction in math
- Limited English Proficiency

2. Inclusionary Criteria:

- Documentation that the student is progressing (over time) at a slower rate than is expected.
or
- Documentation that the student is currently making an acceptable rate of progress (over time), but only because of the intensity of the intervention that is being provided, an intervention that exceeds general education resources.

and
- Documentation that the student's performance is significantly discrepant (at one point in time).
or
- Documentation that the student's performance is not currently discrepant, but only because of the intensity of the intervention that is being provided, an intervention that exceeds general education resources.
- Documentation of an adverse effect on educational performance in one or more areas:
 - Oral expression
 - Listening comprehension
 - Written expression
 - Basic reading skills
 - Reading fluency skills
 - Reading comprehension
 - Mathematics calculation
 - Mathematics problem solving
- Determination that "specialized instruction" is required in order for the student to make progress and reduce discrepancy.

ELIGIBILITY DETERMINATION CRITERIA SPEECH/LANGUAGE IMPAIRMENT (S/L)

(Speech-Language pages taken from Champaign Unit District 4)

Definition: A communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

Criteria: A student is eligible for speech or language services when the evaluation team determines that he/she has a disability based on one or more of the following areas:

(A) Articulation/Phonology: The student with articulation/phonological impairment is unable to produce sounds correctly in conversational speech. The omission, distortion, substitution, addition, and/or inaccurate sequencing of speech sounds typically characterize this impairment.

A student is not eligible for special education and related services in the area of speech and language (articulation/phonological) impairment when any of the following apply:

- (1) Sound errors are consistent with developmental age or are within normal articulation development.
- (2) Articulation differences are due primarily to unfamiliarity with the English language, dialectical differences, temporary physical disabilities or environmental, cultural or economic factors.
- (3) The articulation errors do not interfere with the student's ability to effectively communicate with others.

(See Speech-Language Eligibility Criteria Matrix, pages 16-17)

(B) Language: The student with language impairment demonstrates impairment and/or deviant development of comprehension and/or use of a spoken symbol system. This may include:

- (1) Language form – the portion of language that refers to the utterance/sentence structure of what is said (phonology, morphology & syntax);
- (2) Language content – the portion of language that refers to meanings of words and sentences including abstract concepts of language (semantics);
- (3) Language use – the context in which language can be used and the purpose of communication (pragmatics). Individuals with pragmatic problems demonstrate difficulty in communicating effectively although form and content may be intact.

A student is not eligible for special education and related services in the area of speech and language impairment when:

- (1) Language differences are primarily due to environmental, cultural, or economic factors, including non-standard English and regional dialect.
- (2) Language performance does not interfere with the student's ability to benefit from education.
- (3) Language functioning does not require skills unique to a speech-language pathologist (skills could be addressed by another professional in a less restrictive environment).

(See Speech-Language Eligibility Criteria Matrix, pages 16-17)

(C) Fluency: Fluency impairment is defined as the abnormal flow of verbal expression. It is characterized by impaired rate and rhythm of connected speech and may be accompanied by struggle behavior.

A student is not eligible for special education and related services in the area of speech and language (fluency) impairment when disfluencies:

- (1) Are part of normal speech development.
- (2) Do not cause the speaker to modify behavior.
- (3) Do not interfere with the student's ability to benefit from education.

(See Speech-Language Eligibility Criteria Matrix, pages 16-17)

- (D) Voice:** A voice impairment is defined as any deviation in pitch, intensity, quality, or other attribute that consistently interferes with communication; draws unfavorable attention; adversely affects the speaker of the listener; or is inappropriate to the age, sex or culture of the individual. Voice quality may be affected by either organic or functional factors.

Consideration must be given to age, sex, environment, and perception of the problem by the student, parents, speech-language pathologist, and other school personnel or medical specialists.

A student is not eligible for special education and related services in the area of speech and language (voice) impairment when vocal characteristics:

- (1) Are the result of temporary physical factors such as allergies, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse;
- (2) Are the result of regional, dialectic or cultural differences;
- (3) Do not interfere with the student's ability to benefit from education.

(See Speech-Language Eligibility Criteria Matrix, pages 16-17)

The student meets the criteria for Speech/Language Impairment: Yes No

**SPEECH LANGUAGE ELIGIBILITY CRITERIA MATRIX
FORD COUNTY SPECIAL EDUCATION COOPERATIVE**

February 2005	Mild – 1 Service Delivery Unit Minimum of 15-30 minutes per week	Moderate – 2 Service Delivery Units Minimum of 31-60 minutes per week
SEVERITY OF DISORDER	Impairment <u>minimally affects</u> the individual’s ability to communicate in school learning and/or other social situations as noted by at least one other familiar listener, such as teacher, parent, sibling, or peer.	Impairment <u>interferes with</u> the individual’s ability to communicate in school learning and/or other social situations as noted by at least one other familiar listener.
ARTICULATION PHONOLOGY	Intelligible over 80% of the time in connected speech. No more than 2 speech sound errors outside developmental guidelines. Students may be stimulable for error sounds. Pre-K: In conjunction with intelligibility affected at least 25% of the time 2 or more unrelated phonological processes (i.e. velar fronting, backing, cluster reduction, stridency deletion, assimilation, glottal replacement or atypical processes) are present. ESL: Knowledge of native language phonological systems is imperative to identify disorder vs. difference.	Intelligible 50-80% of the time in connected speech. Substitutions and distortions and some omissions may be present. There is limited stimulability for the error phonemes. Pre-K: In conjunction with intelligibility affected at least 50-75% of the time 3 or more unrelated phonological processes (i.e. velar fronting, backing, cluster reduction, stridency deletion, assimilation, glottal replacement or atypical processes) are present. ESL: Knowledge of native language phonological systems is imperative to identify disorder vs. difference
LANGUAGE	The student demonstrates a deficit in receptive, expressive or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls from 1-1.5 standard deviations below the mean standard score. Pre-K: Children with mild language delays will <u>not receive an IEP</u> . Instead, they <u>will be placed in the at-risk pre-K program</u> unless the SLP feels services are warranted because of the impact of the delay on academic performance. Performance falls 1-1.5 SD below the mean (SS=84-78). ESL: Does not/minimally interferes with academic performance and/or social, vocational functioning. Knowledge of student’s native language is imperative to determine disorder, difference, or characteristics of L2 acquisition. Resources should be consulted to determine social, cultural and pragmatic skills to differentiate between disorder, difference and L2 acquisition issues.	The student demonstrates a deficit in receptive, expressive or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls from 1.5-2.5 standard deviations below the mean standard score. Pre-K: The child demonstrates deficits in receptive, expressive, or pragmatic language as measured by diagnostic procedures/tests. Performance falls 1.5-2.5 SD below the mean (SS=78-63). ESL: Significantly interferes with academic performance and/or social, vocational functioning. <u>Frequently</u> exhibits difficulty. Knowledge of student’s native language is imperative to determine disorder, difference, or characteristics of L2 acquisition. Resources should be consulted to determine social, cultural and pragmatic skills to differentiate between disorder, difference and L2 acquisition issues.
FLUENCY	2-4% atypical disfluencies within a speech sample of at least 100 words. No tension to minimal tension noticed. <u>Rate and/or Prosody:</u> Minimal interference with communication. Pre-K: 5-8% atypical disfluencies within a speech sample of at least 100 words. Noticeable tension and/or secondary characteristics are present. ESL: Hesitations, repetitions, fillers, etc. can be a result of L2 acquisition. Only disfluencies that are NOT related to second-language acquisition should be counted.	5-8% atypical disfluencies within a speech sample of at least 100 words. Noticeable tension and/or secondary characteristics are present. <u>Rate and/or Prosody</u> Limits communication. Pre-K: 9-12% atypical disfluencies within a speech sample of at least 100 words. Excessive tension and/or secondary characteristics are present. ESL: Hesitations, repetitions, fillers, etc. can be a result of L2 acquisition. Only disfluencies that are NOT related to second-language acquisition should be counted.
VOICE	Voice difference including hoarseness, nasality, denasality, pitch, or intensity inappropriate for the student’s age is of minimal concern to parent, teacher, student or physician. Medical referral may be indicated. Pre-K: Voice is not appropriate for age or gender and is of concern to parent, teacher, student or physician. Medical evaluation is mandated.	Voice difference is of concern to parent, teacher, student or physician. Voice is not appropriate for age and gender of the student. Medical referral is indicated. Pre-K: Voice is distinctly abnormal for age or gender and is of concern to parent, teacher, student or physician. Medical evaluation is mandated.

SPEECH LANGUAGE ELIGIBILITY CRITERIA MATRIX
 FORD COUNTY SPECIAL EDUCATION COOPERATIVE

February 2005	Severe – 3 Service Delivery Units Minimum of 61-90 minutes per week.	Profound – 5 Service Delivery Units Minimum of 91+ minutes per week
SEVERITY OF DISORDER	Impairment <u>limits</u> the individual’s ability to communicate appropriately and respond in school learning and/or social situations. Environmental and/or student concern is evident and documented.	Impairment <u>prevents</u> the individual from communicating appropriately in school and/or social situations.
ARTICULATION PHONOLOGY	Intelligible over 20-49% of the time in connected speech. Deviations may range from extensive substitutions and many omissions to extensive omissions. A limited number of phoneme classes are evidenced in a speech/language sample. Consonant sequencing is generally lacking. Augmentative communication systems may be warranted. ESL: Knowledge of native language phonological systems is imperative to identify disorder vs. difference.	Speech is unintelligible without gestures and cues and/or knowledge of the context. Usually, there are additional pathological or physiological problems, such as neuromotor deficits or structural deviations. Augmentative communication systems may be warranted. ESL: Knowledge of native language phonological systems is imperative to identify disorder vs. difference.
LANGUAGE	The student demonstrates a deficit in receptive, expressive or pragmatic language as measured by two or more diagnostic procedures/standardized tests. (If standardized tests can be administered.) Performance is greater than 2.5 standard deviations below the mean standard score. Augmentative communication systems may be warranted. Pre-K: The child demonstrates deficits in receptive, expressive or pragmatic language as measured by diagnostic procedures/tests. Performance is greater than 2.5 SD below the mean (SS=<63). Augmentative systems are necessary. ESL: Prevents communication in academic and/or social, vocational situations. <u>Consistently</u> exhibits difficulty. Knowledge of student’s native language is imperative to determine disorder, difference, or characteristics of L2 acquisition. Resources should be consulted to determine social, cultural and pragmatic skills to differentiate between disorder, difference and L2 acquisition issues.	The student demonstrates a deficit in receptive, expressive or pragmatic language that <u>prevents</u> appropriate communication in school or social situations.
FLUENCY	9-12% atypical disfluencies within a speech sample of at least 100 words. Excessive tension and/or secondary characteristics are present. <u>Rate and/Prosody</u> Interference with communication. Pre-K: More than 12% atypical disfluencies within a speech sample of 100 words. Excessive tension and/or secondary characteristics are present. ESL: Hesitations, repetitions, fillers, etc. can be a result of L2 acquisition. Only disfluencies that are NOT related to second-language acquisition should be counted.	More than 12% atypical disfluencies within a speech sample of at least 100 words. Excessive tension and/or secondary characteristics are present. <u>Rate and/Prosody</u> Prevents communication. ESL: Hesitations, repetitions, fillers, etc. can be a result of L2 acquisition. Only disfluencies that are NOT related to second-language acquisition should be counted.
VOICE	Voice difference is of concern to parent, teacher, student or physician. Voice is distinctly abnormal for age and gender of the student. Medical referral is indicated.	Speech is largely unintelligible due to aphonia or severe hypernasality. Extreme effort is apparent in production of speech. Medical referral is indicated.

ELIGIBILITY DETERMINATION CRITERIA TRAUMATIC BRAIN INJURY (TBI)

Definition: 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 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 to brain injuries induced by birth trauma.

Criteria: The student meets both the inclusionary and exclusionary factors below.

Inclusionary (all must be checked for eligibility):

- There is evidence of a traumatic brain injury.
- There is evidence of educational deficits.
- These educational deficits are causally linked to the traumatic brain injury, and
- The deficits are severe enough that the student's educational needs cannot be met in a regular education program without special education and/or related services or the student is at risk of further developmental delay, **then** the student should be considered for eligibility under the category of Traumatic Brain Injury (TBI).

Exclusionary factors: An individual will not be considered eligible for services under TBI if one or more of the following exist:

- The adverse effect is from a lack of instruction in reading or math that is not related to the traumatic brain injury.
- The adverse effect is from environmental, cultural, or economic disadvantage as a result of such factors as: second language, limited English proficiency, other cultural values and experiences and experiential differences.
- The adverse effect is judged to result from absenteeism (unrelated to health) or change in residence of schools.
- The disability is more accurately described by another category of eligibility.
- The adverse effect is primarily due to active substance abuse.

ELIGIBILITY DETERMINATION CRITERIA VISUAL IMPAIRMENT

Definition: Includes blindness and means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Criteria: The student must have a documented eye condition and/or ocular report on file and meet one of the following: In addition, it must also be determined that their vision causes an adverse affect on their educational performance.

- ❑ Light perception or less in the better eye.
- ❑ Visual acuity of 20/200 or less in the better eye after best spectacle correction.
- ❑ Visual acuity of 20/70 or less in the better eye after best spectacle correction.
- ❑ Visual field loss to the degree that it affects the student's ability to function educationally.
- ❑ Changing or degenerating visual conditions.
- ❑ Temporary eye conditions such as post-operative retinal detachment or patching where placement for a limited time is recommended.
- ❑ Medically diagnosed cortical visual impairment.

EXIT CRITERIA

A student is no longer eligible for special education services when the IEP team determines through a re-evaluation that:

- (1) The disability no longer exists; or
- (2) The disability no longer has an adverse effect on the student's educational performance; or
- (3) The student accepts a standard high school diploma upon completion of required goals/objectives and credits; or
- (4) The student completes the school year in which he/she reaches the chronological age of 21 years.