

Woodstock Community Unit School District #200

Eligibility Criteria for Developmental Delay

Definition under IDEA

A child with a disability for children aged three through nine (or any subset of that age range, including ages three through five), may.... include a child (1) who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and (2) who, by reason thereof, needs special education and related service.

This category is used for those children ages three through nine. On or before the child's ninth birthday, a disability category must be determined for the child for disability categories if the child still qualifies for special education services beyond age nine.

Eligibility Criteria

A child must be functioning 1.5 standard deviations (25%) below the mean in two domains (physical, cognitive, communication, social/emotional, or adaptive), or 2.0 standard deviations (50%) below the mean in one domain.

Areas of Development Measured

- Adaptive or self-help development
- Cognitive development
- Communication development
- Social or emotional development
- Physical development including fine, gross or perceptual motor

What most children do at 3 years of age:

Social and Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for crying friend
- Understands the idea of “mine” and “his” or “hers”
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like “in,” “on,” and “under”
- Says first name, age, and sex
- Names a friend
- Says words like “I,” “me,” “we,” and “you” and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what “two” means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

What most children do at 4 years of age:

Social and Emotional

- Enjoys doing new things
- Plays “Mom” and “Dad”
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can’t tell what’s real and what’s make-believe
- Talks about what she likes and what she is interested in

Language/Communication

- Knows some basic rules of grammar, such as correctly using “he” and “she”
- Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”
- Tells stories
- Can say first and last name

Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of “same” and “different”
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- Hops and stands on one foot up to 2 seconds
- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food

What most children do at 5 years of age:

Social and Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Shows concern and sympathy for others
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Uses future tense; for example, "Grandma will be here."
- Says name and address

Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

Movement/Physical Development

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own
- Swings and climbs

Procedures for Evaluation

A developmental delay is documented by an interdisciplinary team utilizing multiple measures of assessment which include:

- ✓ Standardized instruments, judgment based assessments, criterion referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parent. Data used for children ages three through five shall be current within the past twelve months.
- ✓ Informed clinical opinion utilizing qualitative and quantitative information (i.e., rating scales, checklists and/or systematic, structured recordings of impressions) to determine the need for early intervention services.
- ✓ Documented parent report to assist in determining the early intervention services needed which can confirm or modify information obtained and describe behavior in environments that the district may not be able to access. The requirement can be met by at least one of the following:
 - A judgment based instrument such as a rating scale or checklist
 - A part of a comprehensive assessment
 - A developmental history including information on the interactions between the parent and the child, family identification of priorities and goals, and useful strategies.
- ✓ When the developmental delay cannot be verified by the use of standardized instruments, the delay(s) may be established through observation of atypical functioning in any one or more of the developmental areas. A report shall be written documenting the evaluation procedures used, the results obtained, the reasons for overriding those results from standardized instruments, and the basis for recommending eligibility.