

## Disability Worksheet: Developmental Delay

Student Information	
Student:	Date of Birth:
Local ID:	Grade:
State USI:	
Last Eligibility Meeting Date:	Last IEP Annual Review Meeting Date:
LEA/ School Information	
LEA of Enrollment:	Case Manager:
School/ Site:	School Phone:
School Address:	

Teams should use the following checklist as a tool to facilitate discussion about the determination of eligibility for developmental delay. Teams are expected to use evidence including evaluation information and other existing data to confirm or deny each criterion in order to make a differential determination of eligibility.

Developmental Delay
<p><b>State definition:</b> Developmental delay shall mean a condition in which a child, age three (3) through seven (7), experiences severe developmental delays in one (1) or more of the following areas: physical development; language and communication development; social or emotional development; cognitive development; or functional or adaptive development.</p> <p><b>NOTE:</b> It is appropriate to use this worksheet to assess IDEA Part B eligibility for children as young as 2 years 8 months who are referred for evaluation.</p> <p><b>Federal and state regulations references:</b> 34 CFR §300.8(b); 5-A DCMR §3011.4</p>

**Directions:** Check the box below if the team has evidence to show that the student meets the following criteria. The student must meet all criteria to be eligible for developmental delay.

Eligibility Criteria											
	<p><b>1. The student is age 3 through 7 at time of determination.</b> A student may be eligible under the developmental delay category only until age 8. To remain eligible for special education and related services, a student identified as having a developmental delay must qualify as having another category of disability prior to the student's eighth birthday.</p>										
	<p><b>2. The student exhibits severe developmental delays at least two years below chronological age and/or two standard deviations below the mean in one (1) or more of the following areas (as measured by appropriate standardized diagnostic instruments and procedures):</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;"></td><td>Physical development</td></tr> <tr><td></td><td>Cognitive development</td></tr> <tr><td></td><td>Language and communication development</td></tr> <tr><td></td><td>Social or emotional development</td></tr> <tr><td></td><td>Functional or adaptive development</td></tr> </table>		Physical development		Cognitive development		Language and communication development		Social or emotional development		Functional or adaptive development
	Physical development										
	Cognitive development										
	Language and communication development										
	Social or emotional development										
	Functional or adaptive development										
	<p><b>3. The student does not have autism; traumatic brain injury; intellectual disability; emotional disability; other health impairment; visual impairment; hearing impairment; or speech/language impairment.</b></p>										
	<p><b>4. The developmental delay adversely impacts student's educational performance.</b></p> <p><b>Identify the source of current data used to make a determination regarding this criterion:</b> _____.</p>										

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Decision
The team reviewed all relevant evaluation and other existing data and determined that:  _____ The student meets all of the criteria for developmental delay.  _____ The student does not meet all of the required criteria for developmental delay.
Date of Decision: _____