

Disability Worksheet: Multiple Disabilities

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

Teams should use the following checklist as a tool to facilitate discussion about the determination of eligibility for multiple disabilities (MD). 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.

Multiple Disabilities
<p>State definition: Multiple disabilities shall mean concurrent impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes severe educational needs that cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.</p> <p>Federal and state regulations references: 34 CFR §300.8(c)(7); 5-A DCMR §3011.8</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 multiple disabilities.

Eligibility Criteria																					
	<p>1. The student meets all eligibility criteria required for two or more of the following disability categories: Attach completed eligibility worksheets for the eligibility categories selected below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10%;"></td><td>Autism</td></tr> <tr><td></td><td>Emotional Disability</td></tr> <tr><td></td><td>Hearing Impairment, if not concurrent with Visual Impairment</td></tr> <tr><td></td><td>Intellectual Disability</td></tr> <tr><td></td><td>Orthopedic Impairment</td></tr> <tr><td></td><td>Other Health Impairment</td></tr> <tr><td></td><td>Specific Learning Disability</td></tr> <tr><td></td><td>Speech or Language Impairment</td></tr> <tr><td></td><td>Traumatic Brain Injury</td></tr> <tr><td></td><td>Visual Impairment, if not concurrent with Hearing Impairment</td></tr> </table>		Autism		Emotional Disability		Hearing Impairment, if not concurrent with Visual Impairment		Intellectual Disability		Orthopedic Impairment		Other Health Impairment		Specific Learning Disability		Speech or Language Impairment		Traumatic Brain Injury		Visual Impairment, if not concurrent with Hearing Impairment
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	<p>2. The combination of coexisting impairments is so severe, complex and interwoven that identification in a single category of disability cannot be determined.</p>																				
	<p>3. The student's impairment results in multisensory or motor deficiencies and delays in the cognitive, affective, or psychomotor areas that cannot be accommodated in special education programs designed solely for one of the impairments.</p>																				
	<p>4. The student has multiple disabilities which adversely impact the student's educational performance.</p> <p>Identify the source of current data used to make a determination regarding this criterion: _____.</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 multiple disabilities. _____The student does not meet all of the required criteria for multiple disabilities.
Date of Decision: _____