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ELIGIBILITY CRITERIA FOR DEVELOPMENTAL DELAY

“DEVELOPMENTAL DELAY” DEFINITION

A delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age).

REQUIRED COMPONENTS FOR DETERMINING ELIGIBILITY

Federal and Illinois laws mandate a process-oriented approach to guide decision making in determining eligibility for the special education disability category Developmental Delay. Each student must have an evaluation appropriate to the nature of the problems which caused the referral. This evaluation is to be conducted by a variety of appropriately certified professionals who gather information and conduct specialized evaluations selected to answer the questions raised about the potential disability.

Documentation and professional judgment are to be utilized in each of the following areas for each student considered for the eligibility as Developmental Delay.

ELIGIBILITY CONSIDERATION NEEDS TO INCLUDE:

1. Physical development which includes fine and gross motor skills;
2. Cognitive development which involves learning skills such as attention, memory and thinking;
3. Communication development which includes receptive and expressive languages;
4. Social/emotional development;
5. Adaptive development;
6. Other specialized evaluations may be determined necessary.

CRITERIA FOR DETERMINING ELIGIBILITY

- A. A child shall demonstrate a significant delay in one or more of the above areas which is documented by:
 - 1. Performance on standardized developmental evaluation instrument which yields 1.5 standard deviations below the mean, or 25% delay based on chronological age in two or more of the developmental areas;
 - 2. Performance on a standardized developmental evaluation instrument which yields 2.0 standard deviations below the mean or 40% delay based on chronological age in one of the developmental areas;
 - 3. When one area is determined to be deficient by 40% or more, the existence of other disability categories that are more descriptive of the child's learning style shall be ruled out.
- B. Initial eligibility as Developmental Delay shall be determined before the child's sixth birthday.
- C. The characteristics as defined above are present and cause an adverse effect on educational performance in the classroom or learning environment.

EXCLUSIONARY FACTORS

An individual will not be considered eligible for services under Developmental Delay if one or more of the following exist:

- 1. The adverse effects is from a lack of instruction in reading or math that is not related to the Developmental Delay;
- 2. 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;
- 3. The adverse effect is judged to result from absenteeism;
- 4. The disability is more accurately described by another category of eligibility;
- 5. The child is six years of age.

EXIT CRITERIA

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. A student is no longer eligible for special education services as a student with a Developmental Delay when it is determined that:

- 1. The disability no longer has an adverse effect on the student's educational performance;
- 2. The Developmental Delay no longer exists;
- 3. The student is 9 years of age.