

Eligibility Requirements Checklist

(To be used as a guide for evaluation teams to assist in ensuring that evaluations are comprehensive and eligibility reports include the documentation needed for all the required criteria of a disability category.)

Autism

- Evaluation meets requirements of Section 5, Chapter 4, of the *Idaho Special Education Manual 2007*.
- Student has a developmental disability, generally evident before age 3, that significantly affects verbal and non-verbal communication and social interaction.
- Student is diagnosed as having a disorder in the autism spectrum by a physician, psychiatrist, licensed psychologist, or jointly by a school psychologist and SLP.
- Condition adversely affects educational performance.
- The student needs special education.

SAMPLE Summary of Eligibility documentation for Eligibility Report

Assessment Summary based on Idaho State Criteria: On May 10, 2007, Dr. Z of the Child Health Center in Boise diagnosed Barry as having autism (See report in special education file). The report indicates he has shown deficits in communication and social interaction since two years of age. Current assessments by the district evaluation team indicate that Barry does not initiate or respond to contact by adults or peers; only looks toward a speaker for two seconds; and engages in self stimulating behaviors (hand flapping) continuously unless interrupted with a desired toy. He does not respond to verbal directions and communicates his needs with one word utterances. Although he is in the 1st grade, his academic skills are at a Pre-K level in all subjects.

Adverse Affect: Barry's lack of responsiveness to others, inattention, and self stimulating behaviors interferes with his social, language and academic development.

Need for Specially Designed Instruction: Barry requires individual and small group instruction using applied behavioral analysis in order to increase his responsiveness to adults and peers, improve receptive and expressive language, and acquire functional academic skills.

Cognitive Impairment

- Evaluation meets requirements of Section 5, Chapter 4, of the *Idaho Special Education Manual 2007*.
- The student has a full scale IQ at or below $70 \pm \text{SEM}$ (at 95% confidence level) of the test being used as determined by psychologist using individually administered test.
- Student exhibits significant concurrent deficits in adaptive functioning expected for age in at least two (2) of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health or safety.
- Condition adversely affects educational performance.
- The student needs special education.

Deaf-Blindness

- Evaluation meets requirements of Section 5, Chapter 4, of the Idaho Special Education Manual 2007.
- Student exhibits simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.
- Diagnosed by optometrist or ophthalmologist for vision loss, and by a physician, otologist or audiologist for a hearing loss which results in diagnosis of deaf-blindness.
- Condition adversely affects educational performance.
- The student needs special education.

Deafness

- Evaluation meets requirements of Section 5, Chapter 4, of the Idaho Special Education Manual 2007.
- Student exhibits a severe hearing impairment that hinders his/her ability to process linguistic information through hearing with or without amplification.
- Diagnosed as deaf by otologist, audiologist or physician.
- Condition adversely affects educational performance.
- The student needs special education.

Developmental Delay

- Evaluation meets requirements of Section 5, Chapter 4, of the Idaho Special Education Manual 2007.
- Student is at least three but less than ten years of age
- The student has developmental and/or learning problems that are not primarily the result of limited English proficiency, cultural difference, environmental or economic disadvantage.
- Given the following developmental areas: physical (fine and gross motor); cognitive ; communication (expressive and receptive) social/emotional; or adaptive skills, the student functions:
 - a. at least two standard deviations below the mean in one (1) developmental area (30 percent delay in age equivalency, or functions at or below the 3rd %ile), **OR**
 - b. at least 1.5 standard deviations below the mean in two (2) or more broad areas (25 percent delay in age equivalency, or functions at or below the 7th %ile).
- Condition adversely affects educational performance.
- The student needs special education.

Emotional Disturbance

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- Student has been documented as having an emotional condition by a school psychologist, physician, psychiatrist, licensed psychologist, or a certified social worker.
- The student exhibits one or more of the following five (5) behavioral characteristics: 1) inability to learn can't be explained by intellectual, sensory or health factors, 2) inability to build or maintain satisfactory interpersonal relationships with peers and teachers, 3) inappropriate behaviors or feelings under normal circumstances, 4) a general pervasive mood of unhappiness or depression, or 5) a tendency to develop physical symptoms or fears associated with personal or school problems
- These characteristics have been observed: for a long period of time (at least six months); by more than one knowledgeable observer; in more than 1 setting and at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances.
- Condition adversely affects educational performance in the area of academics, peer and teacher interaction, participation in class activities, and/or classroom conduct.
- The student needs special education.

Health Impairment

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- Student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment that is due to chronic or acute health problems.
- The student has been diagnosed by a physician as having health impairment. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist or licensed psychologist.
- Condition adversely affects educational performance.
- The student needs special education.

Hearing Impairment

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- The student does not qualify as deaf.
- Diagnosed as having a hearing impairment by otologist, audiologist or physician.
- Condition adversely affects educational performance.
- The student needs special education.

Specific Learning Disability

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- Lack of sufficient progress in response to effective, evidence based instruction and intervention for his/her age or has not met state-approved grade level standards in: oral expression; listening comprehension; written expression; basic reading skills; reading comprehension; reading fluency; mathematic calculation; or mathematic problem solving; and
- Student demonstrates low achievement in the area(s) of suspected disability as evidenced by a norm-referenced, standardized achievement assessment. For culturally and linguistically diverse students, the preponderance of evidence must indicate low achievement; and
- Student demonstrates a pattern of strengths and weaknesses in psychological processing skills that impact learning; and
- The students lack of achievement is not primarily the result of a visual, hearing, or motor impairment; cognitive impairment; emotional disturbance; environmental, cultural or economic disadvantage; limited English proficiency; lack of appropriate instruction in reading, including the essential components of reading; or a lack of appropriate instructions in math.
- Condition adversely affects educational performance.
- The student needs special education.

Multiple Disabilities

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- Student exhibits 2 or more disabilities, the combination of which causes such severe educational problems that the student cannot be accommodated in special education services designed solely for one of the disabilities.
- Student meets eligibility criteria outlined for each disability.
- Condition adversely affects educational performance.
- The student needs special education.

Orthopedic Impairment

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- Student exhibits a severe orthopedic impairment.
- The student has documentation of the condition by a physician or other qualified professional.
- Condition adversely affects educational performance.
- The student needs special education.

Language Impairment

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- At least two (2) procedures, at least one (1) of which yields a standard score, are used to assess receptive or expressive language.
- The student has attained scores on a standardized measure that are 1.5 SD or more below the mean, or at or below the 7th %ile, in either receptive OR expressive language.
- Condition adversely affects educational performance.
- The student needs special education.

Speech Impairment: Articulation/Phonology Disorder

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- At least two procedures, at least one of which yields a standard score.
- Student has attained score that is at least 1.5 SD or more below the mean, at or below 7th %ile on a standardized articulation/phonological assessment, or the speech impairment is judged as moderate on the standardized measure for students 3-21.
- Speech intelligibility is determined to be moderately or severely impaired.
- Condition adversely affects educational performance.
- The student needs special education.

Speech Impairment: Fluency Disorder

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- Student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale.
- Condition adversely affects educational performance.
- The student needs special education.

Speech Impairment: Voice Disorder

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- Student has voice production rating of moderate or severe on the Voice Rating Scale.
- A physician's statement that documents that voice therapy is not contraindicated.
- Condition adversely affects educational performance.
- The student needs special education.

Traumatic Brain Injury

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- Student has an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment or both.
- Student has documentation of diagnosis by a licensed physician as having a traumatic brain injury.
- Condition adversely affects educational performance.
- The student needs special education.

Visual Impairment/Blindness

- Evaluation meets requirements of Section 5. Chapter 4, of the Idaho Special Education Manual 2007.
- Student has documentation of a visual impairment, not primarily perceptual in nature, resulting in measured acuity of 20/70 or poorer in the better eye with correction or a visual field restriction of 20 degrees as determined by an optometrist or ophthalmologist
- Condition, even with correction, adversely affects educational performance.
- The student needs special education.