

Criteria for Identification of Developmental Delay

For all preschool children who are suspected of having a disability, the Admissions and Release Committee may use a specific categorical identification or may identify the child as having a developmental delay only if:

The child has not acquired skills or achieved commensurate with recognized performance for his or her age in one (1) or more of the following developmental areas: cognitive, communication, motor development, social-emotional development, or self-help/adaptive behavior, and

The child demonstrates a measurable, verifiable discrepancy between expected performance for the child's chronological age and the current level of performance. The discrepancy shall be documented by:

- Scores of (2) standard deviations or more below the mean in one (1) of the five developmental areas, as obtained using norm-referenced instruments or procedures; or
- Scores of one and one-half (1½) standard deviations below the mean in two (2) or more of the five developmental areas, as obtained using norm-referenced instruments and procedures; or
- The professional judgment of the Admissions and Release Committee that there is a significant atypical quality or pattern of development. Professional judgment shall be used only where normed scores are inconclusive and the Admissions and Release Committee documents in a written report the reasons for concluding that the child has a developmental delay based on the required evaluation information.

REQUIRED COMPONENTS FOR ALL PRESCHOOL EVALUATIONS

- A. Current information on hearing, vision, health to determine if there is a need for further assessment;
- B. Developmental and social history, including any health or medical concerns;
- C. At a minimum, information across all areas of development sufficient to determine if there is need for further assessment in any areas: cognitive, communication, motor development, social-emotional development, or self-help/adaptive behavior;
- D. Norm-referenced and informal assessment of basic skills in any area of suspected delay; cognitive, communication, motor development, social-emotional development, self-help/adaptive behavior;
- E. Written behavior observations in natural settings and familiar environments;
- F. Any additional information required if the child is to be determined eligible under a specific category of disability; and
 - a. Developmental, not academic skills
 - b. Non-referenced cognitive measures, not IQ testing
- G. Additional reports, information, and assessments as deemed necessary by the Admissions and Release Committee.

SOURCES OF EVALUATION INFORMATION

Types of Information

Screening	Review of existing records	Parent interview
Data from current or previous providers	New assessment if needed	

Resources

Early intervention records	Head Start records	Parent information
Health Records	New information collected	