

# Developmental Delay

## State Definition

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).

## District Eligibility Criteria

Children between the ages of three years old through nine years old who are experiencing a marked delay in one or more of the following domains: physical development, cognitive development, communication, social or emotional development, or adaptive development, which significantly interferes with the learning process. A delay is defined by the state according to the following chart taken from a Developmental Delay guidance document provided by the Illinois State Board of Education last revised February of 2008:

Months of delay are to be assessed using criterion-referenced, standardized tools and an evaluation process that requires reporting and agreement among multiple raters.

### **INITIAL DD Evaluation—considering initial eligibility for Early Childhood Special Education Services.**

	3 year old	4 year old	5 year old
Delay in one area	11 months (31%)	14 months (29%)	18 months (30%)
Delay in more than one area	9 months (25%)	12 months (25%)	15 months (25%)

### **TRANSITION from ECSE—considering eligibility for DD services in Kindergarten.**

	5 year old	6 year old
Delay in one area	18 months (30%)	21 months (29%)
Delay in more than one area	15 months (25%)	18 months (25%)

### **INITIAL DD Evaluation—considering initial DD eligibility for students ages 5-9**

	5 year old	6 year old	7 year old	8 year old	9 year old
Delay in one area	18 months (30%)	21 months (29%)	24 months (29%)	28 months (29%)	32 months (30%)
Delay in more than one area	15 months (25%)	18 months (25%)	21 months (25%)	24 months (25%)	27 months (25%)

A child may be identified as having the handicapping condition of developmental delay (DD) when delays in development significantly challenge the child in one or more of the following five major life areas:

- Physical development in gross motor skills, such as the ability to move around and interact within the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils, and other useful objects in the environment.
- Cognitive development, such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing, and problem-solving skills often observed in a child's play.
- Communication development in expressive language, such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
- Emotional development such as the ability to feel and express emotions, and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and others significant adults.
- Adaptive development, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

#### **Adverse Effect**

The delay must have a direct and adverse effect on the child's ability to make adequate educational progress without special education and related services.

#### **Exclusionary Criteria**

- For a child whose initial evaluation is conducted following enrollment in kindergarten all other suspected handicapping conditions shall be ruled out before identifying a child's primary handicapping condition as Developmental Delay.
- The child's functional levels can solely be explained by environmental, cultural or economic influences, or a lack of programming or history of inconsistent programming.

#### **Exit Criteria**

- The student no longer meets the district criteria.
- The student's disability no longer demonstrates an adverse effect on educational performance.
- The student's evaluation results can best be explained by another eligibility category (e.g. Autism, Multiple Disabilities, etc.)
- The student has reached the age of 10 and does not meet eligibility criteria under any other special education category. (Prior to the child's 10<sup>th</sup> birthday (s)he must be evaluated to either be found eligible for services under one of the other 13 areas of disability or found ineligible for special education services)
- The student has demonstrated adequate functioning over a period of time (nine weeks) in a general education classroom with minimally invasive (monitor and/or consult) special education services.
- The student has demonstrated adequate functioning with general education supports only.