# CRITERIA FOR DISABILITY CATEGORY

## SIGNIFICANT DEVELOPMENTAL DELAY

### Form ER-1-SDD (Rev. 05/2022)

Date form completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WISEid\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEA’s Student ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Initial Evaluation *(Must complete all sections)*  Reevaluation *(Must complete section III)*

This form is provided to assist individualized education program (IEP) teams as one part of a comprehensive special education evaluation to document if a student meets the disability category criteria under Chapter 115, Wis. Stats., and PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document whether or not the student meets the disability category criteria or if during a reevaluation, the student’s disability continues to adversely affect the student’s educational performance. Attach the criteria form to the Evaluation Report, DPI sample form ER-1, that includes additional information to determine special education eligibility.

Significant developmental delay means children, ages 3 through 9 years of age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional, or adaptive development. [PI 11.36 (11) Wis. Admin. Code](https://docs.legis.wisconsin.gov/document/administrativecode/PI%2011.36(11)(a)).

Criteria\* for the disability category of Significant Developmental Delay can be documented as follows:

## SECTION I. DEVELOPMENTAL DELAY

*All yes/no questions must be checked yes.*

Yes  No **AGE:** Is the child’s age 3 through 9 years old? (Statutory limit)

Yes  No **OTHER SUSPECTED IMPAIRMENTS:** Have all other suspected impairments been considered before identifying the category of significant developmental delay?

Yes  No **SIGNIFICANCE OF DELAYS:** Are delays of at least 1.5 standard deviations below the mean present that significantly challenge the child in **2 or more** of the following major life activities? *Check areas of delay.*

Physical activity in gross motor skills, such as the ability to move around and interact with 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. *Explain or reference data or evidence:*

Cognitive activity, 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. *Explain or reference data or evidence:*

Communication activity 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. *Explain or reference data or evidence:*

Emotional activity 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 other significant adults. *Explain or reference data or evidence:*

Adaptive activity, such as caring for their own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks. *Explain or reference data or evidence:*

Yes  No The delays demonstrate an adverse effect on the child's daily life, including learning, academic achievement, or functional performance. *Explain or reference data or evidence:*

## SECTION II. ASSESSMENT REQUIREMENTS

*All must be checked.*

Yes  No Are ***all*** of the following qualitative and quantitative measures being used to document delays and their detrimental effect upon the child’s life? *All must be checked.*

Developmental and health history, including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers. *Describe source of information*:

Observation of the child in their daily living environment such as the child's home, with a parent or caregiver, or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted. *Include dates and settings of observations*:

Results from norm-referenced instruments were used to document significant delays of at least 1.5 standard deviations below the mean in 2 or more of the developmental areas which correspond to the major life activities. *Describe source of information:*

If it clearly was not appropriate to use norm-referenced instruments, other instruments, such as criterion referenced measures, were used to document the significant delays. *If a norm-referenced instrument was not used, explain why*:

## SECTION III. DISABILITY CATEGORY CRITERIA DETERMINATION

Initial Evaluation

Yes  No The documentation of the criteria above demonstrates the child is experiencing significant delays in the areas of physical, cognition, communication, social-emotional, or adaptive development that adversely affects the child's major life activities. The child meets the disability category criteria under **Significant Developmental Delay**. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education (document the need for specially designed instruction on the ER-1).

Reevaluation

Yes  No The student was previously found eligible as meeting the disability category criteria under Significant Developmental Delay and continues to have a disability that adversely affects the student’s educational performance. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to continue to be eligible for special education (document the need for specially designed instruction on the ER-1). In conducting the reevaluation, the IEP team shall consider all other suspected impairments before continuing to identify the child’s impairment as significant developmental delay. *Explain or reference data or evidence:*

*\** A student who previously met criteria under the disability category of Significant Developmental Delay is not required to meet initial identification criteria upon reevaluation.