

## Autism Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedures</b>	<p>The characteristics identified in the Autism Definition are present.</p> <p>Evaluation of Autism shall include the following:</p> <ol style="list-style-type: none"> <li>(1) parental interviews including developmental history;</li> <li>(2) behavioral observations in two or more settings (can be two settings within the school);</li> <li>(3) physical and neurological information from a licensed physician, pediatrician or neurologist who can provide general health history to evaluate the possibility of other impacting health conditions;</li> <li>(4) evaluation of speech/language/communication skills, cognitive/developmental skills, adaptive behavior skills and social skills; and</li> <li>(5) documentation, including observation and/or assessment, of how Autism Spectrum Disorder adversely impacts the child's educational performance in his/her learning environment.</li> </ol>	<p>The characteristics identified in the Autism Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Parental interviews including developmental history;</li> <li>(2) Behavioral observations in two (2) or more settings (can be two (2) settings within the school) addressing characteristics related to Autism;</li> <li>(3) Health history;</li> <li>(4) Pragmatic communication skills (further language evaluation if identified as an area of concern);</li> <li>(5) Cognitive/developmental skills;</li> <li>(6) Social-emotional and behavior functioning (to include social skills and adaptive behaviors) that includes at least one (1) standardized or normed instrument specific to autism and one (1) normative measure of general behavior/ social-emotional functioning;</li> <li>(7) Sensory;</li> <li>(8) Academic skills; and</li> <li>(9) Documentation, including observation and/or assessment, of how Autism adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</li> </ol>

## Autism Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of Autism Spectrum Disorders:</p> <ol style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher (with a child of less than school age, an individual qualified to teach a child of his/her age);</li> <li>(3) a licensed special education teacher;</li> <li>(4) a licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist;</li> <li>(5) a licensed physician, neurologist, pediatrician or primary health care provider; and</li> <li>(6) a certified speech/language teacher or specialist; and</li> <li>(7) other professional personnel as needed, such as an occupational therapist, physical therapist or guidance counselor.</li> </ol>	<p>Information shall be gathered from the following persons in the evaluation of Autism:</p> <ol style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher (with a child of less than school age, an individual qualified to teach a child of his/her age);</li> <li>(3) A licensed special education teacher;</li> <li>(4) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist;</li> <li>(5) A licensed speech/language pathologist; and</li> <li>(6) Other professional personnel as needed (e.g., occupational therapist, physical therapist, licensed physician, neurologist, nurse licensed practitioner, physician's assistant, or school counselor).</li> </ol>

## Deaf-Blindness Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedure</b>	<p>The characteristics identified in the Deaf-Blindness Definition are present.</p> <p>a. Evaluation of Deaf-Blindness shall include the required Evaluation Procedures for Hearing Impairment/Deafness and Visual Impairment and include the following:</p> <p>(1) Deafness/Hearing Impairment Procedures</p> <ul style="list-style-type: none"> <li>(a) audiological evaluation;</li> <li>(b) evaluation of speech and language performance;</li> <li>(c) school history and levels of learning or educational performance;</li> <li>(d) observation of the child's auditory functioning and classroom performance; and</li> <li>(e) documentation, including observation and or assessment, of how Deafness/Hearing Impairment adversely impacts the child's educational performance in his/her learning environment.</li> </ul> <p>(2) Visual Impairment Procedures</p> <ul style="list-style-type: none"> <li>(a) Eye exam and evaluation completed by an ophthalmologist or optometrist that documents the eye condition with the best possible correction and includes a description of etiology, diagnosis, and prognosis of the Visual Impairment evaluation;</li> <li>(b) a written functional vision and media assessment, completed or compiled by a licensed teacher of students with visual impairments that includes:</li> </ul>	<p>The characteristics identified in the Deaf-Blindness Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the required Evaluation Procedures for Hearing Impairment/Deafness and Visual Impairment:</p> <p>(1) Deafness/Hearing Impairment Procedures</p> <ul style="list-style-type: none"> <li>(a) Audiological evaluation;</li> <li>(b) Evaluation of speech and language performance;</li> <li>(c) School history and levels of learning or educational performance;</li> <li>(d) Observation of the child's auditory functioning and classroom performance; and</li> <li>(e) Documentation, including observation and or assessment, of how Deafness/Hearing Impairment adversely affects the child's educational performance and the need for specialized instruction (i.e., to include academic and/or nonacademic areas).</li> </ul> <p>(2) Visual Impairment Procedures</p> <ul style="list-style-type: none"> <li>(a) Eye exam and evaluation completed by an ophthalmologist or optometrist that documents the eye condition with the best possible correction and includes a description of etiology, diagnosis, and prognosis of the Visual Impairment evaluation;</li> </ul>

## Deaf-Blindness Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
	<ul style="list-style-type: none"> <li>i. observation of visual behaviors at school, home, or other environments;</li> <li>ii. educational implications of eye condition based upon information received from eye report;</li> <li>iii. assessment and/or screening of expanded core curriculum skills (orientation and mobility, social interaction, visual efficiency, independent living, recreation and leisure, career education, assistive technology, and compensatory skills) as well as an evaluation of the child's reading and writing skills, needs, appropriate reading and writing media, and current and future needs for Braille; and</li> <li>iv. school history and levels of educational performance.</li> </ul> <p>(c) documentation, including observation and/or assessment, of how Visual Impairment adversely affects educational performance in the classroom or learning environment.</p> <p>b. Evaluation of a child with a suspected degenerative condition or syndrome which will lead to Deaf-Blindness shall include a medical statement confirming the existence of such a condition or syndrome and its prognosis.</p> <p>c. Additional evaluation of Deaf-Blindness shall include the following:</p> <p>(1) expanded core curriculum skills assessment that includes Deafness/Hearing Impairment;</p>	<p>(b) Written functional vision and media assessment* (assessment of learning media to determine primary learning style; including reading, writing, listening, and tactile skills) completed or compiled by a licensed teacher of students with visual impairments that includes:</p> <ul style="list-style-type: none"> <li>1. Observation of visual behaviors at school, home, or other environments;</li> <li>2. Educational implications of eye condition based upon information received from eye report;</li> <li>3. Assessment and/or screening of the nine expanded core curriculum areas (orientation and mobility**, social interaction, independent living skills, recreation and leisure, career education, assistive technology, sensory efficiency, self-determination, and compensatory/access skills)</li> </ul> <p>**Orientation and mobility may be screened by a TVI; however, if a full assessment is needed, it must be completed by an orientation and mobility specialist.</p> <ul style="list-style-type: none"> <li>4. School history and levels of educational performance; including</li> </ul>

**Deaf-Blindness Standards Comparison**

Standards	Prior to July 1, 2017	July 1, 2017
	<p>(2) assessment of speech and language functioning including the child’s mode of communication;</p> <p>(3) assessment of developmental and academic functioning; and</p> <p>(4) documentation, including observation and/or assessment, of how Deaf-Blindness adversely impacts the child’s educational performance in his/her learning environment.</p>	<p>student, teacher, and parent interviews</p> <p>5. Assessment of visual functioning</p> <p>*Non-traditional students (i.e., non-readers or nonverbal students, as well as those with cortical visual impairments) will need a modified functional vision assessment to determine their primary learning media as well as their visual, tactile, and auditory needs.</p> <p>(c) Documentation, including observation and/or assessment, of how Visual Impairment adversely affects the child’s educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</p> <p>(3) Evaluation of a child with a suspected degenerative condition or syndrome which will lead to Deaf-Blindness shall include a medical statement confirming the existence of such a condition or syndrome and its prognosis.</p> <p>(4) Additional evaluation of Deaf-Blindness shall include the following</p> <p>(a) Expanded core curriculum skills assessment that includes Deafness/Hearing Impairment;</p> <p>(b) Assessment of speech and language functioning including the child’s mode of communication;</p> <p>(c) Assessment of developmental and academic functioning; and</p> <p>(5) Documentation, including observation and/or assessment, of how Deaf-</p>

<b>Deaf-Blindness Standards Comparison</b>		
<b>Standards</b>	<b>Prior to July 1, 2017</b>	<b>July 1, 2017</b>
		Blindness adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of Deaf-Blindness:</p> <ul style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher;</li> <li>(3) a licensed special education teacher;</li> <li>(4) a licensed physician or audiologist;</li> <li>(5) a licensed speech/language teacher or specialist;</li> <li>(6) an ophthalmologist or optometrist;</li> <li>(7) a licensed teacher of students with Visual Impairments; and</li> <li>(8) other professional personnel, as indicated (e.g., low vision specialist, orientation and mobility instructor, school psychologist).</li> </ul>	<p>Information shall be gathered from the following persons in the evaluation of Deaf-Blindness:</p> <ul style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher;</li> <li>(3) A licensed special education teacher;</li> <li>(4) A licensed medical provider (i.e., licensed physician, physician's assistant or licensed nurse practitioner) or audiologist;</li> <li>(5) A licensed speech/language pathologist;</li> <li>(6) An ophthalmologist or optometrist;</li> <li>(7) A licensed teacher of students with Visual Impairments; and</li> <li>(8) Other professional personnel, as indicated (e.g., speech-language teacher, low vision specialist, orientation and mobility instructor, school psychologist).</li> </ul>

<b>Deafness Standards Comparison</b>		
<b>Standards</b>	<b>Prior to July 1, 2017</b>	<b>July 1, 2017</b>
<b>Evaluation Procedure</b>	<p>The characteristics as identified in the Deafness Definition are present.</p> <p>Evaluation of Deafness shall include the following:</p> <ol style="list-style-type: none"> <li>(1) audiological evaluation;</li> <li>(2) evaluation of speech and language performance;</li> <li>(3) school history and levels of learning or educational performance;</li> <li>(4) observation of classroom performance; and</li> <li>(5) documentation, including observation and/or assessment, of how Deafness adversely impacts the child's educational performance in his/her learning environment.</li> </ol>	<p>The characteristics as identified in the Deafness Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Audiological evaluation;</li> <li>(2) Evaluation of speech and language performance;</li> <li>(3) School history and levels of learning or educational performance;</li> <li>(4) Observation of classroom performance; and</li> <li>(5) Documentation, including observation and/or assessment, of how Deafness adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</li> </ol>
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of Deafness:</p> <ol style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher;</li> <li>(3) a licensed special education teacher;</li> <li>(4) a licensed physician or audiologist;</li> <li>(5) a licensed speech/language teacher or specialist; and</li> <li>(6) other professional personnel, as indicated.</li> </ol>	<p>Information shall be gathered from the following persons in the evaluation of Deafness:</p> <ol style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher;</li> <li>(3) A licensed special education teacher;</li> <li>(4) A licensed medical provider (i.e., licensed physician, physician's assistant or licensed nurse practitioner) or audiologist;</li> <li>(5) A licensed speech/language pathologist; and</li> <li>(6) Other professional personnel (e.g. school psychologist) as indicated.</li> </ol>

## Developmental Delay Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedures</b>	<p>The characteristics identified in the Developmental Delay Definition are present.</p> <p>Evaluation of Developmental Delay shall include the following:</p> <ol style="list-style-type: none"> <li>a. Evaluation through an appropriate multi-measure diagnostic procedure, administered by a multi-disciplinary assessment team in all of the following areas (not only areas of suspected delays):               <ol style="list-style-type: none"> <li>(1) physical development, which includes fine and gross motor skills combined;</li> <li>(2) cognitive development;</li> <li>(3) communication development, which includes receptive and expressive language skills combined;</li> <li>(4) social/emotional development; and</li> <li>(5) adaptive development.</li> </ol> </li> <li>b. Demonstration of significant delay in one or more of the above areas which is documented by:               <ol style="list-style-type: none"> <li>(1) performance on a standardized developmental evaluation instrument which yields a 1.5 standard deviations below the mean; or when standard scores for the instrument used are not available, a 25% delay based on chronological age in two or more of the developmental areas; or</li> <li>(2) performance on a standardized developmental evaluation instrument which yields 2.0 standard deviations below the mean; or when standard scores for the instrument used are not</li> </ol> </li> </ol>	<p>The characteristics identified in the Developmental Delay Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Evaluation through an appropriate multi-measure diagnostic procedure, administered by a multi-disciplinary assessment team in all of the following areas (not only areas of suspected delays):               <ol style="list-style-type: none"> <li>a. Physical development (assessments should include fine and gross motor skills);</li> <li>b. Cognitive development;</li> <li>c. Communication development which includes receptive and expressive language skills combined;</li> <li>d. Social/emotional development; and</li> <li>e. Adaptive development.</li> </ol> </li> <li>(2) Demonstration of significant delay in one or more of the above areas which is documented by:               <ol style="list-style-type: none"> <li>(a) Performance on a standardized developmental evaluation instrument which yields a 1.5 standard deviations below the mean (i.e., approximately 6th-7th percentile or less) with consideration of the measure's standard error of measure (SEM); or when standard scores for the</li> </ol> </li> </ol>



### Developmental Delay Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
	<p>available, a 40% delay based on chronological age in one of the developmental areas; and</p> <p>(3) when one area is determined to be deficit by 2.0 standard deviations or 40% of the child's chronological age, the existence of other disability categories that are more descriptive of the child's learning style shall be ruled out.</p> <p>c. Evaluation by appropriate team member(s) of the following:</p> <p>(1) documentation of identifiable atypical development;</p> <p>(2) measurement of developmental skills using individually administered procedures;</p> <p>(3) examination of developmental strengths and needs of the child gathered from observation(s);</p> <p>(4) observation by a qualified professional in an environment natural for the child which may include the school, child-care agency, and/or home/community to document delayed or atypical development,</p> <p>(5) interview with the parent to discuss and confirm the noted strengths and needs in the child's development;</p> <p>(6) a review of any existing records or data, and</p> <p>(7) documentation, including observation and/or assessment, of how Developmental Delay adversely impacts the child's educational performance in his/her learning environment.</p> <p>d. After the age of seven, when reevaluation for continued eligibility is</p>	<p>instrument used are not available, a 25% delay based on chronological age in two or more of the developmental areas;</p> <p>(b) Performance on a standardized developmental evaluation instrument which yields 2.0 standard deviations below the mean (i.e., 2nd % percentile or less) with consideration of the measure's SEM; or when standard scores for the instrument used are not available, a 40% delay based on chronological age in one of the developmental areas; or</p> <p>(c) When one area is determined to be deficit by 2.0 standard deviations (i.e., 2nd % percentile or less) with consideration of the measure's SEM or 40% of the child's chronological age, the existence of other disability categories that are more descriptive of the child's learning style shall be ruled out.</p> <p>(3) Evaluation by appropriate team member(s) of the following:</p> <p>(a) A review of any existing records or data;</p> <p>(b) Interview with the parent to gain the child's developmental history and identify the noted strengths and needs in the child's development;</p> <p>(c) Measurement of current developmental skills to include at least one (1) individually administered standardized assessment;</p> <p>(d) Observation by a qualified professional in an environment</p>

**Developmental Delay Standards Comparison**

Standards	Prior to July 1, 2017	July 1, 2017
	<p>determined appropriate by the IEP Team, the reevaluation shall include at a minimum a multi-measure diagnostic procedure which includes a comprehensive psycho-educational assessment that measures developmental skills, cognitive functioning, and/or additional areas as determined appropriate by the IEP Team.</p>	<p>developmentally appropriate for the child which may include the school, child-care agency, and/or home/community to document delayed or atypical development; and</p> <p>(e) Documentation, including observation and/or assessment, of how Developmental Delay adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</p> <p>(4) A comprehensive re-evaluation for continued eligibility must be conducted for re-evaluations that occur after the age of seven (7) in order to consider the existence of other disability categories that are more descriptive of the child's learning (i.e. a file review for continued eligibility is not permissible).</p>
<p><b>Evaluation Participants</b></p>	<p>Information shall be gathered from the following persons in the evaluation of Developmental Delay:</p> <p>(1) the parent;</p> <p>(2) the child's general education classroom teacher (with a child of less than school age, an individual qualified to teach a child of his/her age),</p> <p>(3) a licensed early childhood special education teacher or special education teacher with pre-school experience <u>and one or more of the following persons:</u></p> <p>(a) a licensed school psychologist, licensed psychologist, licensed</p>	<p>Information shall be gathered from the following persons in the evaluation of Developmental Delay:</p> <p>(1) The parent;</p> <p>(2) The child's general education classroom teacher (with a child of less than school age, an individual qualified to teach a child of his/her age);</p> <p>(3) A licensed special education teacher; <u>and</u></p> <p>(4) <u>One or more of the following persons (as appropriate):</u></p> <p>(a) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the</p>

**Developmental Delay Standards Comparison**

<b>Standards</b>	<b>Prior to July 1, 2017</b>	<b>July 1, 2017</b>
	senior psychological examiner, or licensed psychological examiner; (b) a licensed speech/language specialist; (c) a licensed related services and medical specialists; and (d) other personnel, as indicated.	direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist; (b) A licensed speech/language pathologist; (c) A licensed related services provider; and/or (d) Other personnel, as indicated.

## Emotional Disturbance Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedures</b>	<p>The characteristics identified in the Emotional Disturbance Definition are present.</p> <p>Evaluation of Emotional Disturbance shall include a multifactorial evaluation for initial placement that includes, but is not limited to, the following:</p> <ol style="list-style-type: none"> <li>(1) visual or auditory deficits ruled out as the primary cause of atypical behavior(s);</li> <li>(2) physical conditions ruled out as the primary cause of atypical behavior(s);</li> <li>(3) specific behavioral data which includes               <ol style="list-style-type: none"> <li>(a) documentation of previous interventions, and</li> <li>(b) evaluation of the locus of control of behavior to include internal and external factors;</li> </ol> </li> <li>(4) direct and anecdotal observations over time and across various settings by three or more licensed professionals;</li> <li>(5) individual assessment of psycho-educational strengths and weaknesses, which include               <ol style="list-style-type: none"> <li>(a) intelligence, behavior, and personality factors, and</li> <li>(b) take into account any exceptionality of the individual in the choice of assessment procedures;</li> </ol> </li> <li>(6) individual educational assessment (criterion- or norm-referenced) including direct measures of classroom performance to determine the student's strengths and weaknesses;</li> <li>(7) review of past educational performance;</li> </ol>	<p>The characteristics identified in the Emotional Disturbance Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Vision and hearing deficits ruled out as the primary cause of atypical behavior(s);</li> <li>(2) Physical conditions ruled out as the primary cause of atypical behavior(s);</li> <li>(3) Documentation and review of previous research/evidence based interventions that target identified concerns and occur over a period of time</li> <li>(4) Documentation of the characteristics associated with Emotional Disturbance have existed for an "extended period of time" ;</li> <li>(5) Direct and anecdotal observations over time and across various settings by three or more licensed professionals; observations document characteristics occurring at a significantly different frequency, intensity, and/or duration than the substantial majority of typical school peers;</li> <li>(6) Cognitive skills;</li> <li>(7) Behavior and social-emotional factors (to include self-rating scales when developmentally appropriate);</li> <li>(8) Academic skills (criterion and/or norm-referenced individual educational assessment, including direct measures of classroom performance and curriculum based measures to</li> </ol>

	<p>(8) comprehensive social history/assessment collected directly from the child's parent/guardian, custodial guardian, or if necessary, from an individual with intimate knowledge of the child's circumstances, history, or current behaviors which includes:</p> <ul style="list-style-type: none"> <li>(a) family history,</li> <li>(b) family-social interactions,</li> <li>(c) developmental history,</li> <li>(d) medical history (including mental health), and</li> <li>(e) school history (including attendance and discipline records); and</li> </ul> <p>(9) documentation, including observation and/or assessment, of how Emotional Disturbance adversely impacts the child's educational performance in his/her learning environment.</p>	<p>determine the student's strengths and weaknesses);</p> <p>(9) Review of past educational performance;</p> <p>(10) Comprehensive social history/assessment collected directly from the child's parent/guardian, custodial guardian, or if necessary, from an individual with intimate knowledge of the child's circumstances, history, or current behaviors which includes:</p> <ul style="list-style-type: none"> <li>(a) Family history,</li> <li>(b) Family-social interactions,</li> <li>(c) Developmental history,</li> <li>(d) Medical history (including mental health), and</li> <li>(e) School history (including attendance and discipline records); and</li> </ul> <p>(11) Documentation, including observation and/or assessment, of how Emotional Disturbance adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</p>
<p><b>Evaluation Participants</b></p>	<p>Information shall be gathered from the following persons in the evaluation of Emotional Disturbance:</p> <ul style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher(s);</li> <li>(3) a licensed special education teacher;</li> <li>(4) a licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist; and</li> <li>(5) other professional personnel (i.e., mental health service providers, and school social workers), as indicated.</li> </ul>	<p>Information shall be gathered from the following persons in the evaluation of Emotional Disturbance:</p> <ul style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher(s);</li> <li>(3) A licensed special education teacher;</li> <li>(4) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist; and</li> <li>(5) Other professional personnel (e.g., mental health service providers,</li> </ul>

		behavior specialist, , licensed physician, physician's assistant or nurse practitioner and/or school social workers), as indicated.
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<b>Functional Delay Standards Comparison</b>		
<b>Standards</b>	<b>Prior to July 1, 2017</b>	<b>July 1, 2017</b>
<b>Evaluation Procedure</b>	<p>The characteristics as identified in the Functional Delay Definition are present.</p> <p>Evaluation of Functional Delay shall include the following:</p> <p>a. Intelligence evaluation with an individual, standardized test of cognition or intellectual ability which takes into consideration the following:</p> <ol style="list-style-type: none"> <li>(1) selection of test instrument(s) that are sensitive to cultural, linguistic or sensory factors;</li> <li>(2) interpretation of test scores which take into account:               <ol style="list-style-type: none"> <li>(a) the standard error of measurement for the test at the 68<sup>th</sup> percent confidence level, and</li> <li>(b) factors that may affect test performance; including:                   <ol style="list-style-type: none"> <li>i. limited English proficiency;</li> <li>ii. cultural factors;</li> <li>iii. medical conditions that impact school performance;</li> <li>iv. environmental factors;</li> <li>v. communication, sensory or motor disabilities; and</li> </ol> </li> <li>(c) determination that test performance due to these factors is not the primary reason for significantly impaired scores on measures of intellectual functioning.</li> </ol> </li> </ol> <p>b. Achievement evaluation with individual, standardized achievement test(s) in the areas of:</p> <ol style="list-style-type: none"> <li>(1) basic reading skills,</li> <li>(2) reading fluency skills,</li> <li>(3) reading comprehension,</li> <li>(4) mathematics calculation,</li> <li>(5) mathematics problem solving, and</li> </ol>	<p>The characteristics as identified in the Functional Delay Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Intelligence evaluation with an individual, standardized test of cognition or intellectual ability which takes into consideration the following:       <ol style="list-style-type: none"> <li>(a) Selection of test instrument(s) that are sensitive to cultural, linguistic or sensory factors;</li> <li>(b) Interpretation of test scores which take into account:           <ol style="list-style-type: none"> <li>1. The standard error of measurement for the test at the 68<sup>th</sup> percent confidence level; and</li> <li>2. Factors that may affect test performance; including:               <ol style="list-style-type: none"> <li>(i) Limited English proficiency;</li> <li>(ii) Cultural factors;</li> <li>(iii) Medical conditions that impact school performance;</li> <li>(iv) Environmental factors;</li> <li>(v) Communication, sensory or motor disabilities; and</li> <li>(vi) Determination that test performance due to these factors is not the primary reason for significantly impaired scores on measures of intellectual functioning.</li> </ol> </li> </ol> </li> </ol> </li> </ol>

<b>Functional Delay Standards Comparison</b>		
<b>Standards</b>	<b>Prior to July 1, 2017</b>	<b>July 1, 2017</b>
	<p>(6) written expression;</p> <p>c. Home or school adaptive behavior assessment which is evaluated by individual, standardized instruments and determined by scores as appropriate; and</p> <p>d. Documentation, including observation and/or assessment, of how Functional Delay adversely impacts the child's educational performance in his/her learning environment.</p>	<p>(2) Achievement evaluation with individual, standardized achievement test(s) in the areas of:</p> <ul style="list-style-type: none"> <li>(a) Basic reading skills;</li> <li>(b) Reading fluency skills;</li> <li>(c) Reading comprehension;</li> <li>(d) Mathematics calculation;</li> <li>(e) Mathematics problem solving; and</li> <li>(f) Written expression.</li> </ul> <p>(3) Home or school adaptive behavior assessment which is evaluated by individual, standardized instruments and determined by scores as appropriate; and</p> <p>(4) Documentation, including observation and/or assessment, of how Functional Delay adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</p>
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of Functional Delay:</p> <ul style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher;</li> <li>(3) a licensed special education teacher;</li> <li>(4) a licensed school psychologist, licensed psychologist, licensed senior psychological examiner, or licensed psychological examiner; and</li> <li>(5) other professional personnel, as indicated.</li> </ul>	<p>Information shall be gathered from the following persons in the evaluation of Functional Delay:</p> <ul style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher;</li> <li>(3) A licensed special education teacher;</li> <li>(4) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist; and</li> <li>(5) Other professional personnel, as indicated.</li> </ul>



## Hearing Impairment Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedure</b>	<p>The characteristics as identified in the Hearing Impairment Definition are present.</p> <p>Evaluation of Hearing Impairment shall include the following:</p> <ol style="list-style-type: none"> <li>(1) audiological evaluation;</li> <li>(2) evaluation of speech and language performance;</li> <li>(3) school history and levels of learning or educational performance;</li> <li>(4) observation of classroom performance; and</li> <li>(5) documentation, including observation and/or assessment, of how Hearing Impairment adversely impacts the child's educational performance in his/her learning environment.</li> </ol>	<p>The characteristics as identified in the Hearing Impairment Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Audiological evaluation;</li> <li>(2) Evaluation of speech and language performance;</li> <li>(3) School history and levels of learning or educational performance;</li> <li>(4) Observation of classroom performance; and</li> <li>(5) Documentation, including observation and/or assessment, of how Hearing Impairment adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</li> </ol>
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of Hearing Impairment:</p> <ol style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher (with a child of less than school age, an individual qualified to teach a child of his/her age);</li> <li>(3) a licensed special education teacher;</li> <li>(4) an audiologist or licensed physician;</li> <li>(5) a licensed speech/language teacher or specialist; and</li> <li>(6) other professional personnel, as indicated.</li> </ol>	<p>Information shall be gathered from the following persons in the evaluation of Hearing Impairment:</p> <ol style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher (with a child of less than school age, an individual qualified to teach a child of his/her age);</li> <li>(3) A licensed special education teacher;</li> <li>(4) A licensed medical provider (i.e., licensed physician, physician's assistant or licensed nurse practitioner) or audiologist;</li> <li>(5) A licensed speech language pathologist; and</li> </ol>

<b>Hearing Impairment Standards Comparison</b>		
<b>Standards</b>	<b>Prior to July 1, 2017</b>	<b>July 1, 2017</b>
		(6) Other professional personnel (e.g., speech language teacher, school psychologist), as indicated.

## Intellectual Disability Standards

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedures</b>	<p>The characteristics as identified in the Intellectual Disability Definition are present.</p> <p>Evaluation of Intellectual Disability shall include the following:</p> <p>a. Assessment of intelligence/cognitive abilities, adaptive behaviors at school and in the home, and developmental assessment as follows:</p> <p>(1) Intellectual functioning, determined by appropriate assessment of intelligence/cognitive abilities which results in significantly impaired intellectual functioning, which is two or more standard deviations below the mean, with consideration given to the standard error of measurement for the test at the 68th percent confidence level, on an individually administered, standardized measure of intelligence;</p> <p>(2) significantly impaired adaptive behavior in the home or community determined by:</p> <p style="margin-left: 40px;">a. a composite score on an individual standardized instrument to be completed with or by the child's principal caretaker which measures two standard deviations or more below the mean. Standard scores shall be used. A composite age equivalent score that represents a 50% delay based on chronological age can be used only if the instrument fails to provide a composite standard score, and</p>	<p>The characteristics as identified in the Intellectual Disability Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <p>(1) Intellectual functioning, determined by appropriate assessment of intelligence/cognitive abilities that results in significantly impaired intellectual functioning (i.e. two or more standard deviations below the mean), with consideration given to the standard error of measurement (SEM) for the test on an individually administered, standardized measure of intelligence.</p> <p>In such cases where the SEM is used, there are significantly discrepant scores with a lower verbal index/measure compared to other index scores, or there are language concerns, a nonverbal measure of ability must also be administered.</p> <p>(2) Significantly impaired adaptive behavior in the home or community determined by:</p> <p style="margin-left: 40px;">(a) A composite score or at least one domain score in areas associated with conceptual, social, or practical adaptive functioning on an individual standardized instrument to be completed with or by the</p>

## Intellectual Disability Standards

Standards	Prior to July 1, 2017	July 1, 2017
	<p>b. additional documentation, when appropriate, which may be obtained from systematic documented observations, impressions, developmental history by an appropriate specialist in conjunction with the principal caretaker in the home, community, residential program or institutional setting; and</p> <p>(3) significantly impaired adaptive behavior in the school, daycare center, residence, or program as determined by:</p> <p>a. systematic documented observations by an appropriate specialist, which compare the child with other children of his/her chronological age group. Observations shall address age-appropriate adaptive behaviors. Adaptive behaviors to be observed in each age range include:</p> <ul style="list-style-type: none"> <li>i. birth to 6 years – communication, self-care, social skills, and physical development;</li> <li>ii. 6 to 13 years – communication, self-care, social skills, home living, community use, self-direction, health and safety, functional academics, and leisure;</li> <li>iii. 14 to 21 years – communication, self-</li> </ul>	<p>child’s primary caretaker which measures two standard deviations or more below the mean. Standard scores shall be used. A composite age equivalent score that represents a 50% delay based on chronological age can be used only if the instrument fails to provide a composite standard score; and</p> <p>(b) Additional documentation, when appropriate, which may be obtained from systematic documented observations, impressions, developmental history by an appropriate specialist in conjunction with the principal caretaker in the home, community, residential program or institutional setting.</p> <p>(3) Significantly impaired adaptive behavior in the school, daycare center, residence, or program as determined by:</p> <p>a) For school aged children (and as appropriate for younger children), an individual standardized instrument completed with or by the primary teacher of the child. A composite score or at least one domain score in areas associated with conceptual, social, or practical adaptive functioning on this instrument shall measure two standard deviations or more below the mean. Standard scores shall be used. A composite age equivalent score that represents a 50% delay based on chronological age can be used only if the instrument fails to</p>

## Intellectual Disability Standards

Standards	Prior to July 1, 2017	July 1, 2017
	<p>care, social skills, home-living, community use, self-direction, health and safety, functional academics, leisure, and work; and</p> <p>b. when appropriate, an individual standardized instrument may be completed with the principal teacher of the child. A composite score on this instrument shall measure two standard deviations or more below the mean. Standard scores shall be used. A composite age equivalent score that represents a 50% delay based on chronological age can be used only if the instrument fails to provide a composite standard score; and</p> <p>(4) Assessments and interpretation of evaluation results in evaluation standards 2.a.(1), 2.a.(2), and 2.a.(3) shall take into account factors that may affect test performance, including:</p> <ul style="list-style-type: none"> <li>(a) limited English proficiency;</li> <li>(b) cultural factors;</li> <li>(c) medical conditions that impact school performance;</li> <li>(d) environmental factors;</li> <li>(e) communication, sensory or motor disabilities; and</li> <li>(f) difficulties in these areas cannot be the primary reason for significantly impaired scores</li> </ul>	<p>provide a composite standard score.</p> <p>b) Systematic documented observations by an appropriate specialist, which compare the child with other children of his/her chronological age group. Observations shall address age-appropriate adaptive behaviors. Adaptive behaviors to be observed in each age range include:</p> <ol style="list-style-type: none"> <li>1. Birth to six (6) years – communication, self-care, social skills, and physical development;</li> <li>2. Six (6) to thirteen (13) years – communication, self-care, social skills, home living, community use, self-direction, health and safety, functional academics, and leisure; and</li> <li>3. Fourteen (14) to twenty-one (21) years – communication, self-care, social skills, home-living, community use, self-direction, health and safety, functional academics, leisure, and work.</li> </ol> <p>(4) When discrepancies occur in adaptive ratings between settings (i.e., home and community/school), a systematic documented observation by an assessment specialist is needed to help provide clinical judgment in regards to adaptive functioning. Observations should include areas of conceptual, social, and practical adaptive functioning;</p>

## Intellectual Disability Standards

Standards	Prior to July 1, 2017	July 1, 2017
	<p>on measures of intellectual functioning, home, and school adaptive behavior.</p> <p>a. Developmental history which indicates delays in cognitive/intellectual abilities (intellectual impairment) manifested during the developmental period (birth to 18) as documented in background information and history and a current demonstration of delays present in the child's' natural (home and school) environment.</p> <p>b. Documentation, including observation and/or assessment of how Intellectual Disability adversely impacts the child's educational performance in his/her learning environment.</p>	<p>(5) Assessment and interpretation of evaluation results shall take into account factors that may affect test performance, including:</p> <ol style="list-style-type: none"> <li>(1) Limited English proficiency;</li> <li>(2) Cultural factors;</li> <li>(3) Medical conditions that impact school performance;</li> <li>(4) Environmental factors; and</li> <li>(5) Communication, sensory or motor disabilities.</li> </ol> <p>Difficulties in these areas cannot be the primary reason for significantly impaired scores on measures of intellectual functioning or home and school adaptive behavior.</p> <p>(6) Developmental history which indicates delays in cognitive/intellectual abilities (intellectual impairment) manifested during the developmental period (birth to 18) as documented in background information and history and a current demonstration of delays present in the child's' natural (home and school) environment.</p> <p>(7) Documentation, including observation and/or assessment of how Intellectual Disability adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</p>
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of Intellectual Disability:</p> <ol style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher;</li> </ol>	<p>Information shall be gathered from the following persons in the evaluation of Intellectual Disability:</p> <ol style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher;</li> <li>(3) A licensed special education teacher;</li> </ol>

## Intellectual Disability Standards

Standards	Prior to July 1, 2017	July 1, 2017
	<p>(3) a licensed special education teacher;</p> <p>(4) a licensed school psychologist, licensed psychologist, licensed senior psychological examiner, or licensed psychological examiner; and</p> <p>(5) other professional personnel, as indicated</p>	<p>(4) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist; and</p> <p>(5) Other professional personnel, as indicated (e.g., speech language pathologist, occupational therapist, physical therapist).</p>

## Intellectually Gifted Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedures</b>	<p>The characteristics identified in the Intellectually Gifted Definition are present.</p> <p>Evaluation of Intellectually Gifted shall include the following:</p> <ol style="list-style-type: none"> <li>a. Assessment through a multi-modal identification process, wherein no singular mechanism, criterion or cut-off score is used for determination of eligibility that includes evaluation and assessment of:               <ol style="list-style-type: none"> <li>(1) educational performance</li> <li>(2) creativity/characteristics of intellectual giftedness, and;</li> <li>(3) cognition/intelligence;</li> </ol> </li> <li>b. Individual evaluation procedures that include appropriate use of instruments sensitive to cultural, linguistic, and environmental factors or sensory impairments;</li> <li>c. Multiple criteria and multiple assessment measures in procedures followed for screening and comprehensive assessment that include:               <ol style="list-style-type: none"> <li>(1) Systematic Child Find and Individual Screening:                   <ol style="list-style-type: none"> <li>(a) systematic child-find for students who are potentially gifted to include at least one grade level screening, and</li> <li>(b) individual screening of these students in grades K-12 in the areas of:                       <ol style="list-style-type: none"> <li>i. educational performance, and</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<p>The characteristics identified in the Intellectually Gifted Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Review of multiple criteria and multiple assessment measures in procedures followed for:               <ol style="list-style-type: none"> <li>(a) Systematic Child Find and Individual Screening:                   <ol style="list-style-type: none"> <li>1. Systematic child-find for students who are potentially gifted (e.g. a review of school wide and/or grade level screening data, teacher checklists, state assessment data, and etc.)</li> <li>2. Individual screening for students whose needs exceed differentiated general education programming in the areas of: educational performance and creativity/ characteristics of giftedness; and</li> <li>3. A team review of individual screening results to determine the need for referral for comprehensive assessment;</li> </ol> </li> </ol> </li> <li>(2) Assessment through a multi-modal identification process (refer to the gifted assessment matrix grid), to include multiple sources of</li> </ol>



## Intellectually Gifted Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
	<ul style="list-style-type: none"> <li>ii. creativity/characteristics of giftedness; and</li> <li>(c) a team review of individual screening results to determine need for referral for comprehensive assessment;</li> <li>(2) Comprehensive Assessment:               <ul style="list-style-type: none"> <li>(a) individual evaluation of cognition or intellectual ability;</li> <li>(b) individual evaluation of educational performance and creativity/ characteristics of giftedness, the need for expanded assessment and evaluation in each of these areas to be based on results of Individual Screening; and regardless of specific criteria used to determine or identify the student with Intellectual Giftedness;</li> <li>(c) completion of assessment procedures in the three component areas (cognition, educational performance and creativity/ characteristics of giftedness) for program and services planning; and</li> <li>(d) documentation, including observation and/or assessment, of how Intellectual Giftedness adversely impacts the child’s educational performance in his/her learning environment.</li> </ul> </li> </ul>	<p>information that provide a collection of evidence measuring the following:</p> <ul style="list-style-type: none"> <li>(a) Individual evaluation of cognition or intellectual ability with scores at the 94th percentile or above with consideration of the standard error of measure within the 90<sup>th</sup> percent confidence level. When assessing traditionally underrepresented youth, consider alternate cognitive measures that reduce potential cultural and linguistic bias (i.e., nonverbal assessments, general ability index. (refer to the gifted manual for guidance on the consideration of the standard error of measure as well as traditionally underrepresented populations);</li> <li>(b) Educational performance;</li> <li>(c) Creativity and/or Characteristics of giftedness (e.g., leadership, motivation, social-emotional functioning)</li> </ul> <p>(3) Documentation, including observation and/or assessment, of how Intellectual Giftedness adversely affects the child’s educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</p>
<b>Evaluation Participants</b>	<p>a. Information shall be gathered from the following persons in the evaluation of Intellectual Giftedness:</p> <ul style="list-style-type: none"> <li>(1) the parent;</li> </ul>	<p>Information shall be gathered from the following persons in the evaluation of Intellectual Giftedness:</p> <ul style="list-style-type: none"> <li>(1) The parent;</li> </ul>

## Intellectually Gifted Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
	<p>(2) the child’s referring teacher, or a general classroom teacher qualified to teach a child of his/her age, who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); and when appropriate, in collaboration with the ESL teacher, when the child is an English Language Learner;</p> <p>(3) a licensed special education teacher and/or a licensed teacher who meets the employment standards in gifted education;</p> <p>(4) a licensed school psychologist, licensed psychological examiner, licensed senior psychological examiner, or licensed psychologist;</p> <p>(5) other professional personnel, as indicated.</p> <p>b. At least one of the evaluation participants [(2), (3), (4), or (5)] must be trained in the characteristics of gifted children.</p>	<p>(2) The child’s referring teacher, or a general classroom teacher qualified to teach a child of his/her age, who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); and when appropriate, in collaboration with the EL teacher, when the child is an English Learner;</p> <p>(3) A licensed special education teacher and/or a licensed teacher who meets the employment standards in gifted education;</p> <p>(4) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist;</p> <p>(5) Other professional personnel, as indicated.</p> <p>(6) At least one of the evaluation participants [(2), (3), (4), or (5)] must be trained in the characteristics of gifted children.</p>

<b>Multiple Disabilities Standards Comparison</b>		
<b>Standards</b>	<b>Prior to July 1, 2017</b>	<b>July 1, 2017</b>
<b>Evaluation Procedure</b>	<p>The characteristics as identified in the Multiple Disabilities Definition are present.</p> <p>Evaluation of Multiple Disabilities shall include the following:</p> <ol style="list-style-type: none"> <li>a. Evaluation, following the procedures for each disability;</li> <li>b. Determination of eligibility based on the definition and standards for two or more disabilities;</li> <li>c. The nature of the combination of the student's disabilities require significant developmental and educational programming that cannot be accommodated with special education programs by addressing any one of the identified disabilities; and</li> <li>d. Documentation, including observation and/or assessment, of how Multiple Disabilities adversely impact the child's educational performance in his/her environment.</li> </ol>	<p>The characteristics as identified in the Multiple Disabilities Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Evaluation, following the procedures for each disability;</li> <li>(2) Determination of eligibility based on the definition and standards for two or more disabilities;</li> <li>(3) The nature of the combination of the student's disabilities require significant developmental and educational programming that cannot be accommodated with special education services by addressing any one of the identified disabilities; and</li> <li>(4) Documentation, including observation and/or assessment, of how Multiple Disabilities adversely affect the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</li> </ol>
<b>Evaluation Participants</b>	Information shall be gathered from those persons designated for each disability included in the evaluation of Multiple Disabilities.	Information shall be gathered from those persons designated for each disability included in the evaluation of Multiple Disabilities.

## Orthopedic Impairment Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedure</b>	<p>The characteristics as identified in the Orthopedic Impairment Definition are present. Evaluation of Orthopedic Impairment shall include the following:</p> <ol style="list-style-type: none"> <li>(1) Medical evaluation of the child's Orthopedic Impairment by a licensed physician;</li> <li>(2) Social and physical adaptive behaviors (mobility and activities of daily living) which relate to Orthopedic Impairment; and</li> <li>(3) Documentation, including observation and/or assessment, of how Orthopedic Impairment adversely impacts the child's educational performance in his/her learning environment.</li> </ol>	<p>The characteristics as identified in the Orthopedic Impairment Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Medical evaluation of the child's Orthopedic Impairment by a licensed medical provider (i.e., licensed medical physician, physician's assistant or licensed nurse practitioner)</li> <li>(2) Individually administered motor evaluation to address mobility and activities of daily living (e.g., maintaining and changing position, safety, movement through building, balance, self-care, eating, vocation/transition)</li> <li>(3) Adaptive measure (e.g., communication, social, self-care; hygiene)</li> <li>(4) Educational Evaluation (may include individual and/or group educational achievement, classroom observations, criterion-referenced tests, curriculum-based assessments, review of child's existing records, attendance, health); and</li> <li>(5) Documentation, including observation and/or assessment, of how Orthopedic Impairment adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related</li> </ol>

		services (i.e., to include academic and/or nonacademic areas).
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of Orthopedic Impairment:</p> <ol style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher(s);</li> <li>(3) a licensed special education teacher</li> <li>(4) a licensed physician; and</li> <li>(5) other professional personnel as indicated (i.e., Occupational Therapist, Physical Therapist, or Assistive Technology Specialist).</li> </ol>	<p>Information shall be gathered from the following persons in the evaluation of Orthopedic Impairment:</p> <ol style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher;</li> <li>(3) A licensed special education teacher;</li> <li>(4) An occupational therapist or physical therapist;</li> <li>(5) A licensed medical provider (i.e., licensed physician, physician's assistant or licensed nurse practitioner; and</li> <li>(6) Other professional personnel as indicated (e.g., licensed school psychologist or Assistive Technology Specialist).</li> </ol>

## Other Health Impairment Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedures</b>	<p>The characteristics as identified in the Other Health Impairment Definition are present.</p> <p>Evaluation of Other Health Impairment shall include the following:</p> <p>a. The evaluation report used for initial eligibility shall be current within one year and include the following:</p> <ol style="list-style-type: none"> <li>(1) an evaluation from a licensed health services provider* that includes:               <ol style="list-style-type: none"> <li>(a) medical assessment and documentation of the student's health;</li> <li>(b) any diagnoses and prognoses of the child's health impairments;</li> <li>(c) information, as applicable, regarding medications; and</li> <li>(d) special health care procedures, special diet and/or activity restrictions.</li> </ol> </li> </ol> <p>*TCA and the Board of Examiners in Psychology clearly give health services provider designated psychologists the legal and ethical authority to assess, diagnose, and treat ADHD. A psychological evaluation does not replace the need for a medical evaluation as described in (1) (a).</p> <ol style="list-style-type: none"> <li>(2) a comprehensive psycho-educational assessment which includes measures that document the student's educational performance in the following areas:               <ol style="list-style-type: none"> <li>(a) pre-academics or academic skills,</li> <li>(b) adaptive behavior,</li> </ol> </li> </ol>	<p>The characteristics as identified in the Other Health Impairment Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) An evaluation from a licensed medical provider (i.e., licensed physician, physician's assistant or nurse practitioner) that includes:               <ol style="list-style-type: none"> <li>(a) Medical assessment and documentation of the student's health;</li> <li>(b) Any diagnoses and prognoses of the child's health impairments;</li> <li>(c) Information, as applicable, regarding medications;</li> <li>(d) Special health care procedures, special diet and/or activity restrictions;</li> </ol> </li> </ol> <p>*TCA and the Board of Examiners in Psychology clearly give health services provider designated psychologists the legal and ethical authority to assess, diagnose, and treat ADHD. A psychological evaluation does not replace the need for a medical evaluation.</p> <ol style="list-style-type: none"> <li>(2) Developmental history;</li> <li>(3) Review of factors impacting educational performance such as attendance, classroom engagement, study skills, education history;</li> </ol>

	<p>(c) social/emotional development,  (d) motor skills,  (e) communication skills, and  (f) cognitive ability.</p> <p>b. documentation, including observation and/or assessment, of how Other Health Impairment adversely impacts the child's educational performance in his/her learning environment.</p>	<p>(4) Pre-academics or academic skills;  (5) Direct observations in multiple settings with peer comparisons;  (6) Informal or formal assessments to address the following, depending on referral concerns:  (a) Motor/physical  (b) Communication skills  (c) Cognitive ability  (d) Adaptive behaviors;  (e) Social-emotional development/ functioning ;  and  (7) Documentation, including observation and/or assessment, of how Other Health Impairment adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</p>
<p><b>Evaluation Participants</b></p>	<p>Information shall be gathered from the following persons in the evaluation of Other Health Impairment:</p> <p>(1) the parent;  (2) the child's general education classroom teacher;  (3) a licensed special education teacher;  (4) a licensed medical health services provider (such as licensed physician, physician's assistant or nurse practitioner);  (5) a licensed school psychologist, licensed psychological examiner, licensed senior psychological examiner, or licensed psychologist; and  (6) other professional personnel as indicated.</p>	<p>Information shall be gathered from the following persons in the evaluation of Other Health Impairment:</p> <p>(1) The parent;  (2) The child's general education classroom teacher;  (3) A licensed special education teacher;  (4) A licensed medical provider (i.e., licensed physician, physician's assistant or nurse practitioner);  (5) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist; and</p>

		(6) Other professional personnel as indicated (e.g., occupational therapist, speech language pathologist).
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## Specific Learning Disability Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedures</b>	<p>The characteristics as identified in the Specific Learning Disabilities definition are present to include:</p> <p>A. Evaluation for Specific Learning Disabilities shall meet the following standards:</p> <ol style="list-style-type: none"> <li>1. To ensure that underachievement in a student suspected of having a Specific Learning Disability is not due to a lack of appropriate instruction (i.e., empirically research-based instruction that is rigorous, systematic, and peer-reviewed) in the student’s State approved grade level standards, the following must be obtained:               <ol style="list-style-type: none"> <li>a. Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction (i.e., empirically research-based instruction that is rigorous and systematic throughout all Tiers of instruction/ intervention) in regular education settings, delivered by qualified and appropriately trained personnel; and</li> <li>b. Data-based documentation of repeated assessments of achievement, reflecting formative assessment of student progress during intervention, which was provided to the student’s parents at a minimum of once every four and one-half (4.5) weeks.</li> </ol> </li> </ol>	<p>The characteristics as identified in the Specific Learning Disabilities definition are present to include:</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) To ensure that underachievement in a student suspected of having a Specific Learning Disability is not due to a lack of appropriate instruction (i.e., empirically research-based instruction that is rigorous, systematic, and peer-reviewed) in the student’s State approved grade level standards, the following must be obtained:               <ol style="list-style-type: none"> <li>(a) Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction (i.e., empirically research-based instruction that is rigorous and systematic throughout all Tiers of instruction/ intervention) in regular education settings, delivered by qualified and appropriately trained personnel; and</li> <li>(b) Data-based documentation of repeated assessments of achievement, reflecting formative assessment of student progress during intervention, which was provided to the student’s parents at a minimum of</li> </ol> </li> </ol>

## Specific Learning Disability Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
	<p>2. The LEA must ensure that the child is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. A pattern of strengths and weaknesses in performance shall be documented by two systematic observations in the area of suspected disability (one <b>must</b> be conducted by the certifying specialist and one may be conducted by the special education teacher):</p> <ul style="list-style-type: none"> <li>a. Systematic observation of routine classroom instruction, and</li> <li>b. Systematic observation during intensive, scientific research-based or evidence-based intervention.</li> </ul> <p>In the case of a student who is in a placement outside of the local education agency, a team member must observe the student in an environment appropriate for a student of that age.</p> <p>3. The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade level standards:</p> <ul style="list-style-type: none"> <li>a. Basic Reading Skills</li> </ul>	<p>once every four and one-half (4.5) weeks.</p> <p>(2) The LEA must ensure that the child is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. The student's performance shall be documented by two systematic observations in the area of suspected disability (one <b>must</b> be conducted by the certifying specialist and one may be conducted by the special education teacher):</p> <ul style="list-style-type: none"> <li>(a) Systematic observation of routine classroom instruction, and</li> <li>(b) Systematic observation during intensive, scientific research-based or evidence-based intervention.</li> </ul> <p>In the case of a student who is in a placement outside of the local education agency, a team member must observe the student in an environment appropriate for a student of that age.</p> <p>(3) The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade level standards:</p> <ul style="list-style-type: none"> <li>(a) Basic Reading Skills</li> </ul>

**Specific Learning Disability Standards Comparison**

Standards	Prior to July 1, 2017	July 1, 2017
	<p>b. Reading Fluency Skills                      c. Reading Comprehension                      d. Written Expression                      e. Mathematics Calculation                      f. Mathematics Problem Solving</p> <p>An evaluation of Oral Expression and Listening Comprehension shall be completed pursuant to the Speech or Language Impairment eligibility standards. If a student has been evaluated by a Speech Language Pathologist and does not qualify as Language Impaired, then the IEP team may consider a Specific Learning Disability in either Oral Expression or Listening Comprehension if either continues to be a suspected area of disability; however, the rigorous intervention and progress monitoring standards must be met.</p> <p>In order to document inadequate achievement, an individual, standardized, and norm-referenced measure of academic achievement must be administered in the area(s) of suspected disability (i.e., Basic Reading Skills, Reading Fluency, Reading Comprehension, Written Expression, Mathematics Calculation, and Mathematics Problem Solving).</p> <p>4. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more areas (i.e., Basic Reading Skills, Reading Fluency, Reading Comprehension, Written Expression, Math Calculation, Mathematics Problem Solving) when using a process based on the student’s responsiveness to</p>	<p>(b) Reading Fluency Skills                      (c) Reading Comprehension                      (d) Written Expression                      (e) Mathematics Calculation                      (f) Mathematics Problem Solving</p> <p>An evaluation of Oral Expression and Listening Comprehension shall be completed pursuant to the Speech or Language Impairment eligibility standards. If a student has been evaluated by a Speech Language Pathologist and does not qualify as Language Impaired, then the IEP team may consider a Specific Learning Disability in either Oral Expression or Listening Comprehension if either continues to be a suspected area of disability; however, the rigorous intervention and progress monitoring standards must be met.</p> <p>In order to document inadequate achievement, an individual, standardized, and norm-referenced measure of academic achievement must be administered in the area(s) of suspected disability (i.e., Basic Reading Skills, Reading Fluency, Reading Comprehension, Written Expression, Mathematics Calculation, and Mathematics Problem Solving).</p> <p>(4) The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more areas (i.e., Basic Reading Skills, Reading Fluency, Reading Comprehension, Written Expression, Math Calculation, Mathematics Problem Solving) when using a process based on the student’s</p>

## Specific Learning Disability Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
	<p>scientific, research-based intervention in each area of suspected delay. A lack of sufficient progress should be established by examining the student's Rate of Improvement (ROI) including a gap analysis and should be based on the following criteria:</p> <ul style="list-style-type: none"> <li>• The rate of progress or improvement is less than that of his/her same-age peers,</li> <li style="text-align: center;">or</li> <li>• The rate of progress is the same as or greater than that of his/her same age peers but will not result in reaching the average range of achievement within a reasonable period of time.</li> </ul> <p>5. The team must determine that underachievement is not <b>primarily</b> the result of Visual, Motor, or Hearing Disability, Intellectual Disability, Emotional Disturbance, Cultural Factors, Environmental or Economic Factors, Limited English Proficiency, or Excessive Absenteeism.</p> <p>B. A student whose characteristics meet the definition of a student having a Specific Learning Disability may be identified as a student eligible for special education services if:</p> <p>1. All of the aforementioned eligibility criteria are met, and</p>	<p>responsiveness to scientific, research-based intervention in each area of suspected delay. A lack of sufficient progress should be established by examining the student's Rate of Improvement (ROI) including a gap analysis and should be based on the following criteria:</p> <ul style="list-style-type: none"> <li>(a) The rate of progress or improvement is less than that of his/her same-age peers, or</li> <li>(b) The rate of progress is the same as or greater than that of his/her same age peers but will not result in reaching the average range of achievement within a reasonable period of time.</li> </ul> <p>(5) The team must determine that underachievement is not <b>primarily</b> the result of Visual, Motor, or Hearing Disability, Intellectual Disability, Emotional Disturbance, Cultural Factors, Environmental or Economic Factors, Limited English Proficiency, or Excessive Absenteeism.</p> <p>A student whose characteristics meet the definition of a student having a Specific Learning Disability may be identified as a student eligible for special education services if:</p> <ul style="list-style-type: none"> <li>(1) All of the aforementioned eligibility criteria are met, and</li> <li>(2) Documentation, including observation and/or assessment, of how the Specific Learning Disability adversely affects the child's educational performance in his/her</li> </ul>

## Specific Learning Disability Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
	<p>2. There is evidence, including observation and/or assessment, indicating how the Specific Learning Disabilities adversely impact the student's performance in or access to the general education curriculum.</p>	<p>learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</p>
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of a Specific Learning Disability:</p> <ul style="list-style-type: none"> <li>(1) The parent or guardian;</li> <li>(2) The student's general education classroom teacher;</li> <li>(3) A licensed special education teacher;</li> <li>(4) A licensed School Psychologist; and</li> <li>(5) Other professional personnel as indicated (i.e., Speech Language Pathologist or Occupational Therapist).</li> </ul>	<p>Information shall be gathered from the following persons in the evaluation of a Specific Learning Disability:</p> <ul style="list-style-type: none"> <li>(1) The parent or guardian;</li> <li>(2) The student's general education classroom teacher;</li> <li>(3) A licensed special education teacher;</li> <li>(4) A licensed School Psychologist; and</li> <li>(5) Other professional personnel as indicated (i.e., Speech Language Pathologist or Occupational Therapist).</li> </ul>

## Speech or Language Impairment Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedures</b>	<p>The characteristics identified in the Speech or Language Impairment Definition are present.</p> <p>Evaluation of Speech or Language Impairments shall include the following:</p> <p>a. Language Impairment – a significant deficiency in language shall be determined by:</p> <ol style="list-style-type: none"> <li>(1) an analysis of receptive, expressive, and/or composite test scores that fall at least 1.5 standard deviations below the mean of the language assessment instruments administered; and</li> <li>(2) a minimum of two measures shall be used, including criterion-referenced and/or norm-referenced instruments, functional communication analyses, and language samples. At least one standardized comprehensive measure of language ability shall be included in the evaluation process.</li> </ol> <p>Evaluation of language abilities shall include the following:</p> <ol style="list-style-type: none"> <li>(a) hearing screening;</li> <li>(b) receptive language: vocabulary, syntax, morphology;</li> <li>(c) expressive language: mean length of utterance, syntax, semantics, pragmatics, morphology; and</li> <li>(d) auditory perception: selective attention, discrimination, memory, sequencing, association, and integration.</li> </ol> <p>(3) documentation, including observation and/or assessment, of how Language Impairment adversely impacts his/her</p>	<p>The characteristics identified in the Speech or Language Impairment Definition are present.</p> <p>A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Language Impairment -significant deficiency in the student's comprehension, form, content or use of language shall be determined by: <ol style="list-style-type: none"> <li>(a) Hearing screening;</li> <li>(b) A minimum of one comprehensive standardized measure of receptive and expressive language (vocabulary, syntax, morphology, mean length of utterance, syntax, semantics, morphology) that falls at least 1.5 standard deviations below the mean, with consideration to the assessment's standard error of measurement. This could be based on the test as a whole or the composite receptive/expressive language scores. Individual subtest scores shall not be used;</li> <li>(c) An additional standardized measure to support above areas of delay that fall at least 1.5 standard deviations below the mean with consideration to the assessment's standard error of measure;</li> <li>(d) Pragmatics (if identified as an area of concern)</li> <li>(e) Auditory perception: selective attention, discrimination, memory,</li> </ol> </li> </ol>

## Speech or Language Impairment Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
	<p>educational performance in his/her learning environment.</p> <p>b. Articulation Impairment – a significant deficiency in articulation shall be determined by one of the following:</p> <ol style="list-style-type: none"> <li>(1) articulation error(s) persisting one year beyond the highest age when 85% of students have acquired the sounds based upon current developmental norms;</li> <li>(2) evidence that the child’s scores are at a moderate, severe, or profound rating on a measure of phonological processes; or</li> <li>(3) misarticulations that interfere with communication and attract adverse attention.</li> </ol> <p>Evaluation of articulation abilities shall include the following:</p> <ol style="list-style-type: none"> <li>(a) appropriate formal/informal instrument(s);</li> <li>(b) stimulability probes;</li> <li>(c) oral peripheral examination; and</li> <li>(d) analysis of phoneme production in conversational speech.</li> </ol> <p>(4) documentation, including observation and/or assessment, of how Articulation Impairment adversely impacts his/her educational performance in his/her learning environment.</p> <p>c. Voice Impairment – evaluation of vocal characteristics shall include the following:</p> <ol style="list-style-type: none"> <li>(1) hearing screening;</li> <li>(2) examination by an otolaryngologist;</li> <li>(3) oral peripheral examination; and</li> <li>(4) documentation, including observation and/or assessment, of how Voice Impairment adversely impacts his/her educational</li> </ol>	<p>sequencing, association, and integration.</p> <ol style="list-style-type: none"> <li>(f) Teacher checklist ;</li> <li>(g) Parent Input</li> <li>(h) Documentation, including observation and/or assessment (to include the severity rating scale), of how the Language Impairment adversely affects the child’s educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</li> </ol> <p>(2) Articulation (Speech Sound Production) Impairment – a significant deficiency in articulation shall be determined by all of the following:</p> <ol style="list-style-type: none"> <li>(a) Hearing screening;</li> <li>(b) Articulation error(s) persisting at least 1 year behind expectancy compared to current developmental norms (see state approved norms in guidance document);</li> <li>(c) An appropriate standardized instrument to include phonetic inventory (required) and assessment of phonological processes (as appropriate). See state approved norms in guidance document</li> <li>(d) Evidence that the child’s scores are at a moderate, severe, or profound rating (i.e., severity rating scale);</li> <li>(e) Teacher checklist/input;</li> <li>(f) Parent input;</li> <li>(g) Stimulability probes;</li> <li>(h) Oral peripheral examination;</li> </ol>

**Speech or Language Impairment Standards Comparison**

Standards	Prior to July 1, 2017	July 1, 2017
	<p>performance in his/her learning environment.</p> <p>d. Fluency Impairment – evaluation of fluency shall include the following:</p> <ul style="list-style-type: none"> <li>(1) hearing screening;</li> <li>(2) information obtained from parents, students, and teacher(s) regarding non-fluent behaviors/attitudes across communication situations;</li> <li>(3) oral peripheral examination; and</li> <li>(4) documentation, including observation and/or assessment, of how Fluency Impairment adversely impacts his/her educational performance in his/her learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Analysis of phoneme production in conversational speech;</li> <li>(j) Documentation, including observation and/or assessment, of how Articulation Impairment adversely affects the child’s educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</li> </ul> <p>(3) Voice Impairment – evaluation of vocal characteristics shall include the following:</p> <ul style="list-style-type: none"> <li>(a) Hearing screening;</li> <li>(b) Examination by an otolaryngologist;</li> <li>(c) Oral peripheral examination; and</li> <li>(d) Documentation, including observation and/or assessment, of how Voice Impairment adversely affects his/her educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</li> </ul> <p>(4) Fluency Impairment – evaluation of fluency shall include the following:</p> <ul style="list-style-type: none"> <li>(a) Hearing screening;</li> <li>(b) Information obtained from parents, students, and teacher(s) regarding non-fluent behaviors/attitudes across communication situations</li> <li>(c) Oral peripheral examination; and</li> <li>(d) Documentation, including observations across multiple settings and/or assessment, of how Fluency Impairment adversely</li> </ul>



## Speech or Language Impairment Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
		affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of a Speech or Language Impairment:</p> <ol style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher;</li> <li>(3) a licensed school speech-language pathologist, a licensed speech-language pathologist, a licensed speech-language therapist, and a speech-language teacher if working under the direction of a licensed school speech-language pathologist or licensed speech-language pathologist;</li> <li>(4) a licensed special education teacher, when appropriate;</li> <li>(5) a licensed otolaryngologist (for voice impairments only); and</li> <li>(6) other professional personnel, as indicated.</li> </ol>	<p>Information shall be gathered from the following persons in the evaluation of a Speech or Language Impairment:</p> <ol style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher;</li> <li>(3) A licensed speech-language pathologist;</li> <li>(4) A licensed otolaryngologist (for voice impairments only); and</li> <li>(5) Other professional personnel (e.g., school psychologist), as indicated</li> </ol>

## Traumatic Brain Injury Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedure</b>	<p>The characteristics as identified in the Traumatic Brain Injury Definition are present.</p> <p>Evaluation of Traumatic Brain Injury shall include the following:</p> <ol style="list-style-type: none"> <li>(1) appropriate medical statement obtained from a licensed physician;</li> <li>(2) parent/caregiver interview;</li> <li>(3) educational history and current levels of educational performance;</li> <li>(4) functional assessment of cognitive/communicative abilities;</li> <li>(5) social adaptive behaviors which relate to Traumatic Brain Injury;</li> <li>(6) physical adaptive behaviors which relate to Traumatic Brain Injury; and</li> <li>(7) documentation, including observation and/or assessment of how Traumatic Brain Injury adversely impacts the child's educational performance in his/her learning environment.</li> </ol>	<p>The characteristics as identified in the Traumatic Brain Injury Definition are present.</p> <p>A multi-disciplinary team approach to individual evaluation procedures that include varied sources of information and the appropriate use of instruments sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Appropriate medical statement obtained from a licensed medical provider;</li> <li>(2) Parent/caregiver interview;</li> <li>(3) Educational history and current levels of educational performance;</li> <li>(4) Functional assessment of cognitive/communicative abilities;</li> <li>(5) Social adaptive behaviors which relate to Traumatic Brain Injury;</li> <li>(6) Physical adaptive behaviors which relate to Traumatic Brain Injury; and</li> <li>(7) Documentation, including observation and/or assessment, of how Traumatic Brain Injury adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</li> </ol>
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of Traumatic Brain Injury:</p> <ol style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education teacher;</li> <li>(3) a licensed special education teacher;</li> <li>(4) a licensed physician; and</li> <li>(5) other professional personnel, as indicated.</li> </ol>	<p>Information shall be gathered from the following persons in the evaluation of Traumatic Brain Injury:</p> <ol style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education teacher;</li> <li>(3) A licensed special education teacher;</li> <li>(4) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior</li> </ol>

**Traumatic Brain Injury Standards Comparison**

<b>Standards</b>	<b>Prior to July 1, 2017</b>	<b>July 1, 2017</b>
		psychological examiner, or licensed psychiatrist; (5) A licensed medical provider (i.e., licensed physician, physician's assistant or licensed nurse practitioner); and (6) Other professional personnel (e.g., occupational therapist, physical therapist), as indicated.

## Visual Impairment Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
<b>Evaluation Procedure</b>	<p>The characteristics as identified in the Visual Impairment Definition are present.</p> <p>Evaluation of Visual Impairment shall include the following:</p> <ol style="list-style-type: none"> <li>(1) evaluation by an ophthalmologist or optometrist that documents the eye condition with the best possible correction;</li> <li>(2) a written functional vision and media assessment, completed or compiled by a licensed teacher of students with visual impairments that includes:               <ol style="list-style-type: none"> <li>(a) observation of visual behaviors at school, home, or other environments;</li> <li>(b) educational implications of eye condition based upon information received from eye report;</li> <li>(c) assessment and/or screening of expanded core curriculum skills (orientation and mobility, social interaction, visual efficiency, independent living, recreation and leisure, career education, assistive technology, and compensatory skills) as well as an evaluation of the child's reading and writing skills, needs, appropriate reading and writing media, and current and future needs for braille;</li> <li>(d) school history and levels of educational performance; and</li> </ol> </li> <li>(3) documentation, including observation and/or assessment, of how Visual Impairment adversely impacts the child's educational performance in his/her learning environment.</li> </ol>	<p>The characteristics as identified in the Visual Impairment Definition are present.</p> <p>A multi-disciplinary team approach to individual evaluation procedures that include varied sources of information and the appropriate use of instruments sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:</p> <ol style="list-style-type: none"> <li>(1) Evaluation by an ophthalmologist or optometrist that documents the eye condition with the best possible correction;</li> <li>(2) A written functional vision and media assessment* to determine primary learning style, including reading, writing, listening, and tactile skills, to be completed or compiled by a licensed teacher of students with visual impairments and includes:               <ol style="list-style-type: none"> <li>(a) Observation of visual behaviors at school, home, or other environments;</li> <li>(b) Educational implications of eye condition based upon information received from eye report;</li> <li>(c) Assessment and/or screening of the nine expanded core curriculum areas (orientation and mobility**, social interaction, independent living skills, recreation and leisure, career education, assistive technology, sensory efficiency, self-determination, and compensatory/access skills); and</li> <li>(d) School history and levels of educational performance including student, teacher, and parent interviews.</li> </ol> </li> </ol>

## Visual Impairment Standards Comparison

Standards	Prior to July 1, 2017	July 1, 2017
		<p>* Non-traditional students (i.e., non-readers or nonverbal students, as well as those with cortical visual impairments) will need a modified functional vision assessment to determine their primary learning media as well as their visual, tactile, and auditory needs.</p> <p>** Orientation and mobility may be screened by a TVI; however, if a full assessment is needed, it must be completed by an orientation and mobility specialist.</p> <p>(3) Documentation, including observation and/or assessment, of how Visual Impairment adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).</p>
<b>Evaluation Participants</b>	<p>Information shall be gathered from the following persons in the evaluation of Visual Impairment:</p> <ol style="list-style-type: none"> <li>(1) the parent;</li> <li>(2) the child's general education classroom teacher; and</li> <li>(3) a licensed teacher of students with Visual Impairments;</li> <li>(4) a licensed special education teacher;</li> <li>(5) an ophthalmologist or optometrist;</li> <li>(6) other professional personnel, as indicated (e.g., low vision specialist, orientation and mobility instructor, school psychologist).</li> </ol>	<p>Information shall be gathered from the following persons in the evaluation of Visual Impairment:</p> <ol style="list-style-type: none"> <li>(1) The parent;</li> <li>(2) The child's general education classroom teacher; and</li> <li>(3) A licensed teacher of students with Visual Impairments;</li> <li>(4) A licensed special education teacher;</li> <li>(5) An ophthalmologist or optometrist;</li> <li>(6) Other professional personnel, as indicated (e.g., low vision specialist, orientation and mobility instructor, school psychologist).</li> </ol>