**NON CATEGORICAL DELAY**

DETERMINATION OF DISABILITY: Based on current evaluation and observation *(student’s name)*, who is between the ages of 3 and 9 years, *is/is not* displaying a non-categorical delay disability. Based on the team’s assessment *(student’s name) is/is not* in need of special education services due to a significant developmental delay that is observed in the following area(s):

☐ Cognitive

☐ Fine Motor

☐ Motor

☐ Vision

☐ Hearing

☐ Communication (may include speech and language)

☐ Pre-academic

☐ Socialization (may include interactional and emotional development)

☐ Adaptive skills (may include self help, attending, behavior control, play)

1. Significantly below average is defined as meeting criteria **in ONE of the following three categories**:

(Please check the category that is being used. If Category A or B Criteria is being used, document functioning levels in the area(s) of the child’s development.)

CRITERIA A:

☐ Performance at/or below 1.5 Standard Deviations of the mean in any TWO areas of development

OR

☐ Performance at/or below 2.0 Standard Deviations of the mean in ONE area of development

CRITERIA B:

☐ A 20% delay in developmental age functioning in TWO areas of development

OR

☐ A 30% delay in developmental age functioning in ONE area of development

CRITERIA C:

Known risk indicators. This category includes children diagnosed with:

☐ Syndromes and disorders which have a high probability of resulting in a disability. Examples include Down’s Syndrome, Fetal Alcohol, and Spina Bifida

☐ This category also includes: children who are functioning above the stated criteria in Category A and B because of intensive early intervention who are eligible for services based on expected regression if services were to be terminated

☐ Environmentally at-risk students can be included after the impact of severe environmental deprivation can be substantiated, such as when both parents are developmentally disabled

2. In determining a concern, team consensus must include the following considerations:

☐ Rule out deficits in primary language

☐ Not a function of lack of instruction

☐ Pervasiveness of delays identified

☐ Team must include a early childhood special educator for children ages 3-5.

Data for determining eligibility was gathered from (List multiple resources):

☐ Cumulative file review

☐ Medical reports

☐ Three observations

 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ Tests (Speech Assessments, Visual/Motor/Sensory Assessments, Vision and Hearing Assessments, Academic Assessments, Adaptive Behavior Scales, Behavioral Checklists, etc.)

☐ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_