



School-Age Disability Worksheets and Eligibility Process

The following information provides eligibility teams guidance on determining the presence of a school-age disability as defined by PA Chapter 14 Rules and Regulations.

§ 14.123. Evaluation

(a) The group of qualified professionals, which reviews the evaluation materials to determine whether the child is a child with a disability under 34 CFR 300.306 (relating to determination of eligibility), shall include a certified school psychologist when evaluating a child for *autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury*.



Intellectual Disability Worksheet

DEFINITION: Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

CRITERIA: A student with an intellectual disability who requires special education will meet ALL of the following criteria.

1. Student has demonstrated significantly subaverage performance on an individually administered cognitive assessment.
2. Student demonstrates a pattern of performance within the subaverage range relative to same-age peers on standardized measures of adaptive functioning as well as direct observation and input from various team members.
3. Evidence of disability present during developmental period.
4. The aforementioned characteristics present a significant limitation to a student's educational performance necessitating specially designed instruction.

Standards Statement- An Intellectual Disability is defined as significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills and that the basis for the disability has been present prior to age 18.



Specific Learning Disability Worksheet

DEFINITION: Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

CRITERIA: A student with a specific learning disability who requires special education will meet ALL of the following criteria.

1. Student does not achieve adequately for his/her age or meet State-approved grade-level standards in one or more of the following areas: (i) *Oral expression* (ii) *Listening comprehension* (iii) *Written expression* (iv) *Basic reading skill* (v) *Reading fluency skills* (vi) *Reading comprehension* (vii) *Mathematics calculation* (viii) *Mathematics problem-solving*, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards.

Sources of data supporting inadequate achievement must include consideration of the following:

- A. Curriculum-based assessment/formative assessment measures indicating the student is performing within the below average range of the current grade level
 - B. The student's instructional performance level is well below his or her current grade placement as indicated by curriculum-based assessment scores or standardized assessments of academic achievement
 - C. Progress monitoring data reflecting insufficient growth relative to the intensity of the intervention
 - D. Below-average performance on a standardized assessment of achievement
2. The child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade. A standardized assessment score indicating achievement below the 16th percentile.
 3. Findings are not primarily the result of: (i) *A visual, hearing or orthopedic disability* (ii) *Mental retardation* (iii) *Emotional disturbance* (iv) *Cultural factors* (v) *Environmental or economic disadvantage* (vi) *Limited English proficiency*.
 4. The student has received high-quality instruction in the general education setting and progress was regularly monitored. High-quality instruction is defined as evidence-based curriculum delivered by highly qualified teachers. Underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics.



Autism Worksheet

DEFINITION: Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

CRITERIA: A student with autism who requires special education will meet ALL of the following criteria.

1. General evidence of developmental delay before the age of three and/or the following criteria are satisfied.
2. Impairments in social interaction, such as marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction; failure to develop peer relationships appropriate to developmental level (i.e., such as greeting and sharing information in a manner that is appropriate for the social context); a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (i.e., by a lack of showing, bringing, or pointing out objects of interest); or lack of social or emotional reciprocity are noted (i.e. abnormal social approach and failure of normal back and forth conversation);
3. Restricted, repetitive and stereotyped patterns of behavior, interests, and activities such as encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus, apparently inflexible adherence to specific, nonfunctional routines or rituals, (i.e., difficulties adjusting behavior to suit various social contexts), stereotyped and repetitive motor mannerisms, persistent preoccupation with parts of objects.
4. Impairments in communication, such as delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime). In individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others, stated, stereotyped and repetitive use of language or idiosyncratic language (i.e., difficulties with understanding what is not explicitly stated, utilizing communication for social purposes, changing communication to match situational context, or following conversational rules), or lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level is noted.
5. The aforementioned characteristics present a significant limitation to a student's educational performance necessitating specially designed instruction.
6. A student would not qualify under the category of Autism if his/her educational performance is adversely affected primarily because the student has been identified with an emotional disturbance



Other Health Impairment Worksheet

DEFINITION: Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment.

CRITERIA: A student with other health impairment who requires special education includes the following conditions and meets ALL of the following criteria:

1. Student has evidence of a chronic or acute health problem (e.g., asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome).
2. The functional impact of the health problem adversely affects the student's educational performance (e.g., performance on group and/or individually-administered standardized tests, daily classroom performance, homework completion).
3. May include review of norm-referenced, standardized rating forms and/or observations of the student across environments.
4. The student requires specially designed instruction as a result of the other health impairment that cannot reasonably be provided solely through regular education.



Emotional Disturbance Worksheet

DEFINITION: Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance.

CRITERIA: A student with an emotional disturbance who requires special education will meet ALL of the following criteria:

1. The student evidences an inability to learn which is not accounted for by intellectual, sensory, or other health factors.
2. The student exhibits one or more of the following characteristics, to a marked degree and over a long period of time, which adversely affects educational performance, as shown by reports from multiple sources:
 - inability to build/maintain relationships (e.g., inability to get along with anyone, feelings of isolation, extreme withdrawal, avoidance of communication, etc.)
 - inappropriate behaviors/feelings under normal circumstances (e.g., anxiety, excessive crying, curling up in the fetal position, hiding under furniture, feelings of paranoid persecution, verbally and/or physically attacking others without an apparent reason, homicidal ideation)
 - pervasive mood of unhappiness or depression (e.g., changes in eating and/or sleep patterns, clinical depression, extreme disobedience, constantly on the verge of crying, low frustration tolerance, mood swings, self-destructive behavior, history of suicidal ideation and/or attempts)
 - physical symptoms/fears (e.g., stomachaches or headaches related to school, school refusal, truancy, high rate of absenteeism)
3. The term emotional disturbance includes schizophrenia.
4. The term does not apply to children who are socially maladjusted unless it is also determined that they have an emotional disability. Social maladjustment refers to a pattern of behaviors characterized by callous and unemotional traits (e.g., lacks internal sense of right vs wrong, engages in risky/rule-breaking behavior, intentional delinquent acts without evidence of remorse).



5. The student requires specially designed instruction as a result of the emotional disturbance that cannot reasonably be provided solely through regular education.

Multiple Disabilities Worksheet

DEFINITION: Multiple disabilities means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

CRITERIA: A student with multiple disabilities who requires special education will meet ALL of the following criteria.

1. Student has concomitant disabilities (e.g., intellectual disability-orthopedic impairment, intellectual disability-visual impairment including blindness)
2. Student disabilities result in severe educational needs that cannot be met through special education programs specific to one area of impairment (e.g., student with multiple disabilities whose needs exceeded what can be provided within a program targeting one area of impairment)
3. Does not include students with a disability of deaf-blindness.
4. The student requires specially designed instruction as a result of the emotional disturbance that cannot reasonably be provided solely through regular education.



Traumatic Brain Injury Worksheet

DEFINITION: Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

CRITERIA: A student with a traumatic brain injury who requires special education will meet ALL of the following criteria.

1. The student has a documented acquired brain injury.
2. The student demonstrates limitations and/or impairments in language, memory, attention, cognitive/intellectual, sensory, perceptual, motor abilities, behavioral, physical functions, or speech.
3. The student requires specially designed instruction as a result of the brain injury that cannot reasonably be provided solely through regular education or an accommodation (Section 504) plan.