

# Missouri Office of Special Education Compliance Standards & Indicators

## 2100-ELIGIBILITY CRITERIA: Young Child with a Developmental Delay

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Federal Regulations 300.8, 300.306		
This criteria is for children ages 3 through 5 (not kindergarten age eligible) who are experiencing developmental delays as measured in one of the 3 following ways (Indicators 2100.20, 2100.30, and 2100.40)		
NOTE: LEAs in Missouri are not required to adopt and use the term “Young Child with a Developmental Delay” for any children in their jurisdiction. However, if an LEA uses the term “Young Child with a Developmental Delay,” the LEA must conform to both the State’s definition of the term and the age range.		
<b>2100.10</b> Evaluation procedures include:	The evaluation report documents: <b>2100.10.a.</b> The results of formal instruments/assessment(s) provided in standardized, quantified form or equivalent levels.  <p style="text-align: center;"><b>OR</b></p> <b>2100.10.b.</b> The results of informal assessment(s) provided in equivalent form.	
<b>2100.20</b> Identification based on multiple delays:	A comprehensive evaluation report is present which documents performance at or below 1.5 standard deviations or equivalent levels of the mean in a combination of <b>any two (2) or more</b> of the following areas: <b>2100.20.a.</b> Cognitive. <b>2100.20.b.</b> Adaptive. <b>2100.20.c.</b> Social/Emotional. <b>2100.20.d.</b> Communication in (one (1) or more) of following: <b>2100.20.d.(1)</b> The child’s overall receptive and expressive communication must be at or below 1.5 standard deviations or equivalent levels of the mean. <b>2100.20.d.(2)</b> The child’s sound production is below the limits of normal developmental guidelines as established by accepted normative data, and sufficient data is present to document the existence of a sound system disorder due to multiple errors which compromise the child’s intelligibility and/or the listeners perceptions. Refer to Indicators 1600-1600.70 (Sound System Disorder) for additional information. <b>2100.20.d.(3)</b> Voice- Refer to Indicators 1800.10 - 1800.40 <b>2100.20.d.(4)</b> Fluency- Refer to Indicators 1700.10 - 1700.50 <b>2100.20.e.</b> Physical.	Evaluation Report

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	<p><b>2100.20.e.(1)</b> The child’s overall gross and fine motor scores are at or below 1.5 standard deviations or equivalent level of the mean.</p>	
	<b>OR</b>	
<p><b>2100.30</b> Identification based on a single delay:</p>	<p>A comprehensive evaluation is present which documents performance at or below 2.0 standard deviations or equivalent levels of the mean in any <b>one (1)</b> of the following areas:</p> <p><b>2100.30.a.</b> Cognitive.</p> <p><b>2100.30.b.</b> Adaptive.</p> <p><b>2100.30.c.</b> Social/Emotional:</p> <p style="padding-left: 20px;"><b>2100.30.c.(1)</b> The Evaluation Report reflects the professional opinion of team members that the child’s social/emotional/behavioral delay significantly impacts educational development and describes the educational concerns.</p> <p><b>2100.30.d.</b> Communication in one (1) or more of the following:</p> <p style="padding-left: 20px;"><b>2100.30.d.(1)</b> The child’s overall receptive and expressive communication must be at or below 2.0 standard deviations or equivalent levels of the mean</p> <p style="padding-left: 20px;"><b>2100.30.d.(2)</b> The child’s sound production is below the limits of normal developmental guidelines as established by accepted normative data and sufficient data is present to document the existence of a sound system disorder due to multiple errors which compromise the child’s intelligibility and/or the listeners’ perceptions. Refer to Indicators 1600-1600.70 (Sound System Disorder) for additional information.</p> <p style="padding-left: 20px;"><b>2100.30.d.(3)</b> Voice- Refer to Indicators 1800.10-1800.40.</p> <p style="padding-left: 20px;"><b>2100.30.d.(4)</b> Fluency- Refer to Indicators 1700-10-1700.50.</p> <p><b>2100.30.e.</b> Physical:</p> <p style="padding-left: 20px;"><b>2100.30.e.(1)</b> The child’s overall gross and fine motor scores are at or below 2.0 standard deviations or equivalent level of the mean or the child meets the definition of orthopedically impaired as described in Indicators 1200.10-1200.20.</p>	Evaluation Report
	<b>OR</b>	
<p><b>2100.40</b> Identification based on professional judgment:</p>	<p><b>2100.40.a.</b> The multidisciplinary team concludes that even though the standard scores or equivalent levels do not meet stated criterion levels, a significant discrepancy exists in one (1) or more of the developmental area(s). All other applicable steps in the eligibility criteria must be addressed with sufficient documentation (formal and informal assessment) which led the team to its decision.</p>	Evaluation Report

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	<b>OR</b>	
	<p><b>2100.40.b</b> Child is functioning above the stated criteria level but is eligible for services based on expected regression due to termination of previous intensive early intervention services.</p> <p><b>2100.40.c.</b> Documentation includes:</p> <p><b>2100.40.c.(1)</b> Statement by multidisciplinary team that child would regress without special education and related services.</p> <p><b>2100.40.c.(2)</b> Data demonstrating functioning above criterion level.</p> <p><b>2100.40.c.(3)</b> Information regarding early intervention services such as type, frequency, intensity, duration of services, and where services were delivered.</p>	
	<b>AND</b>	
<b>2100.50</b>	<p><b>2100.50</b> Adverse educational impact SP (III).</p> <p><b>2100.50.a.</b> The evaluation report includes information that addresses the child’s need for special education and related services as a result of the disability.</p>	