

EVALUATION TEAM RECOMMENDATION  
Early Childhood Developmental Delay (ECDD)



File #: \_\_\_\_\_ MET Date: \_\_\_\_\_

Student: \_\_\_\_\_ D.O.B: \_\_\_\_\_ Age: \_\_\_\_\_  
District: \_\_\_\_\_ School: \_\_\_\_\_  
Dom. Language: \_\_\_\_\_ Grade: \_\_\_\_\_

PURPOSE

- Initial eligibility, MET recommendation/summary. (Attach all referenced material)
- Change of eligibility for special education. (Attach all referenced material) Previous Eligibility: \_\_\_\_\_

EVALUATION FINDINGS AND DOCUMENTATION

The following information and documentation is required to recommend eligibility for special education as a student with an early childhood developmental delay:

Required Information:

- Intellectual/developmental level
- Description of adaptive behavior
- Relevant behavior observations
- Information form parents
- Educationally relevant medical information (If none, write "NONE")

Name and Date of Attached Report/Document

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ASSURANCE STATEMENTS

The Evaluation Team must consider the following assurance statements before making a recommendation regarding this student's eligibility:

This student manifests all of the following characteristics:

1. A child through 7 years of age whose primary delay cannot be differentiated through existing criteria within R340.1705 to R340.1710 or R340.1713 to R340.1716.
2. The child manifests a delay in 1 or more areas of development equal to or greater than 1/2 of the expected development.  
Identify area(s) of development 1/2 of expected development: \_\_\_\_\_
3. The suspected disability is not due to the lack of instruction in pre-reading components or pre- math; or limited English proficiency.
4. The student requires special education programs/services.

RECOMMENDATION OF ELIGIBILITY

The Evaluation Team 1) finds all the assurance statements to be true; 2) has considered exclusionary factors; and 3) recommends, based on the evaluation findings, that this student be considered eligible for special education programs/services under the early childhood developmental delay rule (R340.1711).  Yes\*  No

\* If recommending eligibility, state present levels of academic achievement and functional performance on the back of this form or attach documentation that addresses this issue.

EVALUATION TEAM SIGNATURES

As a member of the Evaluation Team, I agree with the eligibility recommendation:

MET Team Rep. \_\_\_\_\_ Other/Title \_\_\_\_\_  
Other/Title \_\_\_\_\_ Other/Title \_\_\_\_\_

This Evaluation Summary does not reflect my/our opinion and a separate statement is attached:

Signature/Title \_\_\_\_\_

## EXCLUSIONARY FACTORS WORKSHEET

### Early Childhood Developmental Delay

Each factor must be ruled out as the <b>PRIMARY FACTOR</b> for the student's inability to progress in the general education curriculum, and for obtained cognitive, achievement, developmental and adaptive scores.	Yes	No
<b>1. Lack of appropriate instruction in essential components of pre-reading and pre-math</b>		
Does information obtained during assessment indicate lack of appropriate instruction or experiences in pre-reading and pre-math as the determinant factor in this student's inability to progress in developmentally appropriate expectations?		
<b>2. Limited English Proficiency</b>		
<ul style="list-style-type: none"> <li>• Is there a language other than English spoken by this student?</li> </ul>		
<ul style="list-style-type: none"> <li>• Is there a language other than English spoken by the student's home?</li> </ul>		
<ul style="list-style-type: none"> <li>• Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?</li> </ul>		
<b>3. Cultural Background Differences</b>		
<i>Document all information gathered in assessment that would exclude environmental or cultural disadvantage as the determinant factor for this student's inability to access developmentally appropriate expectations or perform significantly below normal on measures of cognition, achievement, and adaptive behavior</i>		
<ul style="list-style-type: none"> <li>• Is there compelling evidence from data gathered and information generated to indicate this student is unable to learn or perform on assessments due to cultural or background difference?</li> </ul>		
<b>4. Medical Conditions That Impact School Performance</b>		
<i>Document all information gathered through assessment that would exclude medical or health reasons for this student's deficient performance on both assessments of cognition, achievement, and adaptive behavior.</i>		
<ul style="list-style-type: none"> <li>• Does the student have a medical history and/or school history of medical or health-related difficulties causing the student to have difficulty accessing developmentally appropriate expectations?</li> </ul>		
<b>5. Socioeconomic Status, or Communication, Sensory or Motor Impairments</b>		
<i>Document all information gathered through assessment that would exclude sensory or motor impairments as a factor for this student's deficient performance on assessment of cognition, achievement, and adaptive functioning.</i>		
<ul style="list-style-type: none"> <li>• Does the assessment data indicate that lack of opportunity to learn due to socioeconomic circumstances is the cause or primary reason for the student's deficient scores obtained on cognitive, achievement, and adaptive skills measured?</li> </ul>		
<i>If any of the questions in sections 1-5 are YES, please document the reason a given exclusionary consideration is not the primary reason for the student's deficit cognitive, achievement, and/or adaptive scores:</i>		
<b>6. Impairment Specific Considerations</b>		
<ul style="list-style-type: none"> <li>• Are the student's measured skills only explained in using the criteria for a developmental delay?</li> </ul>		
<ul style="list-style-type: none"> <li>• Are the student's measured skills ½ of their developmental expectation?</li> </ul>		
<ul style="list-style-type: none"> <li>• Are the student's skills measured by a multidisciplinary team?</li> </ul>		

**Present Level of Academic Achievement and Functional Performance:**