

The Howard County Public School System  
Department of Special Education  
10910 Route 108  
Ellicott City, MD 21042

## Evaluation Report Developmental Delay (DD) Supplement

For Students Ages Three Through Seven Years

Student: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Team/School Completing Evaluation to Determine Eligibility: \_\_\_\_\_

Student's DOB: \_\_\_\_\_ Race: \_\_\_\_\_ Home School: \_\_\_\_\_

Eligibility Status:  New to Special Education  
 Transition from Infants and Toddlers  
 Developmental Delay Previously Identified

1. The child meets one or more of the following criteria to be eligible for Developmental Delay:

Check all criteria that apply for this child.

- Is experiencing at least a 25 percent delay, as measured and verified by appropriate diagnostic instruments and procedures, in one or more of the following developmental areas:
- Cognitive development
  - Communication development
  - Social or emotional development
  - Adaptive development
  - Physical development:  Fine Motor  Gross Motor
- Manifests atypical development or behavior which is demonstrated by abnormal quality of performance and function in one or more of the above-specified developmental areas, interferes with current development, and is likely to result in subsequent delay (even when diagnostic instruments or procedures do not document a 25 percent delay). Identify developmental area(s):
- Cognitive development
  - Communication development
  - Social or emotional development
  - Adaptive development
  - Physical development:  Fine Motor  Gross Motor
- Has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. Examples of these conditions include chromosomal abnormalities, genetic or congenital disorders, severe sensory impairments, inborn errors of metabolism, disorders reflecting disturbance of the development of the nervous system, congenital infections, disorders secondary to exposure to toxic substances, including fetal alcohol syndrome, and severe attachment disorders.

2. Assessment data and/or student's progress in response to intervention(s) indicates that without special education, the student could not benefit from education. The student requires specially designed instruction in order to support and promote school readiness for the preschool child; or provide meaningful access to the general education curriculum for the school age child.

Yes  No

3. Identify IEP goal area(s) that relate to the student's developmental delay as it affects the student's performance and participation in appropriate preschool activities or in the general curriculum.

4. The IEP team has determined that the child **requires the provision of special education and related services.**  Yes  No

5. The child is eligible for special education services under another category option.  Yes  No

(Specify: )

6. Based on assessment reports and the above documentation, the IEP team determines that the student meets criteria for education disability of Developmental Delay.  Yes  No

**Note:** The "Developmental Delay" eligibility category is reevaluated and changed, as appropriate, to another categorical option as the basis for continued eligibility for special education and related services prior to the student turning age eight (8) years.

(January 2010)

Distribution:  Student Folder (*Assessments and Evaluations Folder*)

Parent