



SPECIAL EDUCATION GUIDANCE

ER-1-SDD Criteria for Disability Category: Significant Developmental Delay

This form should be used when the IEP team is considering if a student meets criteria for the disability category of significant developmental delay as defined under [PI 11.36 \(11\)\(a\), Wis. Admin. Code](#). IEP teams use this form to explain or reference data or evidence considered and the disability category determination. This form is used in conjunction with the Evaluation Report (ER-1) as part of a comprehensive special education evaluation.

The intent of the form is to guide and document the IEP team's discussion as it considers criteria for significant developmental delay. The form also serves as documentation for a compliance review.

For more information on how to identify a student who has a significant developmental delay, go to the [significant developmental delay webpage](#) at the Wisconsin Department of Public Instruction.

FORM CONTENT	CLARIFICATION/EXPLANATION
Date form completed	Enter the date of the IEP team meeting for when the IEP team determined if the student met the disability category criteria for significant developmental delay.
Initial Evaluation	Check "initial evaluation" if the student was not previously found to meet the disability category criteria for significant developmental delay. The IEP team must complete all sections of this form.
Reevaluation	Check "reevaluation" if the student was previously found to meet the disability category criteria for significant developmental delay. A student is not required to meet initial criteria during a

	reevaluation for this category, but the disability must continue to have an adverse effect on education performance in order to be considered for specially designed instruction. It is recommended that the IEP team consider all sections on this form, but only Section III is required.
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FORM CONTENT	CLARIFICATION/EXPLANATION
<p>Section I. Developmental Delay</p>	<p>All questions must be checked "yes".</p> <p>"Significant developmental delay means children ages 3 through 9 years of age who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional, or adaptive development."</p>
<p>Age: Is the student age 3 through 9 years old?</p>	<p>Ages 3 through 9 is the statutory age limit allowable to identify a student with a significant developmental delay.</p>
<p>Other suspected impairments: Have all other suspected impairments been considered before identifying the category of significant developmental delay?</p>	<p>The IEP team will discuss and document any other suspected impairments (i.e. disability categories) considered based on the referral and other concerns. The IEP team will then document why significant developmental delay is the most appropriate. Note: Considering other suspected disability categories does not mean to rule them out. There is no requirement to complete additional criteria forms as part of the consideration of other suspected disability categories.</p>
<p>Significance of delays: Are delays of at least 1.5 standard deviations below the mean present that significantly challenge the student in 2 or more of the following life activities?</p>	<p>Delays are evidenced by administering a comprehensive developmental assessment or assessments specific to the life activities.</p>

<p>Physical activity in gross motor skills, such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils, and other useful objects in the environment.</p>	<p>A delay in the physical activity domain can be assessed by either or both gross or fine motor skills. Physical activity can be assessed as a domain of a comprehensive developmental assessment or using a specific test for physical activity administered by a qualified examiner per the publisher. Explain or reference data or evidence.</p>
<p>Cognitive activity, such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing, and problem-solving skills often observed in a student's play.</p>	<p>Measuring a student's cognition assesses ability to reason logically, problem solve, and make judgments about information. This includes thinking, reasoning, or remembering. IQ testing or rote memorization, such as reciting the alphabet or identifying colors, are not tests of cognition for young students. Cognition can be assessed as a domain of a comprehensive developmental assessment or using a specific test for cognition administered by a qualified examiner per the publisher. Explain or reference data or evidence.</p>
<p>Communication activity in expressive language, such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.</p>	<p>Communication is both understanding and using words so that young students can gain skills to express thoughts, feelings, and information. This also includes the ability to communicate needs and wants. Communication can be measured as a domain of a comprehensive developmental assessment or using a specific test for speech language administered by a qualified examiner per the publisher. Explain or reference data or evidence.</p>
<p>Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and</p>	<p>Social and emotional activity is measured by a young student's ability to interact with peers and adults in a developmentally appropriate way. Social and emotional activity can be measured as a domain of a</p>

sustaining bonds with family members and other significant adults.	comprehensive developmental assessment or using a specific test for social and emotional development administered by a qualified examiner per the publisher. Explain or reference data or evidence.
Adaptive activity, such as caring for their own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.	Adaptive activity can be measured as a domain of a comprehensive developmental assessment or using a specific test for adaptive behaviors administered by a qualified examiner per the publisher. Explain or reference data or evidence.
The delays demonstrate an adverse effect on the student's daily life, including learning, academic achievement or functional performance.	The IEP team should address each of the 5 developmental domains above and have identified at least 2 that have an adverse effect (measured at 1.5 standard deviation below the mean respectively) on the student's daily life activities. Explain or reference data or evidence.

FORM CONTENT	CLARIFICATION/EXPLANATION
<u>Section II.</u> Assessment Requirements	All must be checked in order to check "yes."
Are all of the following qualitative and quantitative measures being used to document delays and their detrimental effect upon the student's life?	The IEP team uses all information, including both qualitative and quantitative to document the delays. Note: Teams need to make sure there is not an overreliance on identifying standardized test scores as the basis for eligibility determination.
Developmental and health history, including results from vision and hearing screening and other pertinent information from parents and, if applicable, other caregivers or service providers. Describe source of information.	The developmental and health information must include the results from a vision and hearing screening. This can be provided by the parent, provided by other programs (such as Head Start or childcare), or staff may have the parent sign a release to collect the vision and hearing screening results from a physician, or other health care provider. Additionally, the district may administer the screening. Note:

	<p>asking a parent how well they think the student hears or sees, or if they have any concerns, are NOT considered the actual results of a vision and hearing screening. It is optional if the district includes a physical copy of the screenings and must document that the screening results were reviewed by the team, as well as the source documented.</p>
<p>Observation of the student in their daily living environment such as the student's home, with a parent or caregiver, or an early education or care setting which includes peers who are typically developing. Include dates and settings of observations.</p>	<p>If observation in these settings is not possible, observation in an alternative setting is permitted.</p>
<p>Results from norm-referenced instruments were used to document significant delays of at least 1.5 standard deviations below the mean in 2 or more of the developmental areas which correspond to the major life activities. Describe source of information.</p>	<p>The IEP team reviews the results of the norm-referenced assessment and identifies 2 or more developmental domains in which significant delays of at least 1.5 standard deviations below the mean have been measured.</p>
<p>If it clearly was not appropriate to use norm-referenced instruments, other instruments, such as criterion referenced measures, were used to document the significant delays.</p> <p>If a norm-referenced instrument was not used, explain why:</p>	<p>The norm-referenced assessment must at be attempted. The evaluator should use professional judgment when deciding when to stop the testing due to lack of responses by the student. It is not the intent to frustrate the student just to complete the test. The evaluator only needs to document the attempt of administering the norm-referenced test, and then document if another type of assessment, whether that be criterion referenced or play based, was used instead. If the evaluator still is not able to gather the quantitative data, the IEP team should use the qualitative data that was collected for the comprehensive evaluation. If this is the case, the team may want to include additional qualitative data.</p>

FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>Section III.</u> Disability Category Criteria Determination</p>	
<p>Initial Evaluation: The documentation of the criteria above demonstrates the student is experiencing significant delays in the areas of physical, cognition, communication, social-emotional, or adaptive development that adversely affects the student's major life activities. The student meets the disability category criteria for significant developmental delay.</p>	<p>How does the IEP team know that the student meets the criteria? Check "yes" if the team has collected, discussed, and integrated the results from the norm-referenced (or other) assessments, the observation(s), the developmental and health history, the vision and hearing screening results, and any other information from the parent, caregivers, and other providers, to make a determination that delays in the student's development is having a detrimental effect in their daily life.</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1.</p>
<p>Reevaluation: The student was previously found to meet the disability category criteria for significant developmental delay and continues to have a disability that adversely affects the student's educational performance.</p>	<p>In conducting the reevaluation, the IEP team shall consider all other suspected disability categories before continuing to identify the student's disability category as significant developmental delay. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to continue to be eligible for special education. Document the need for specially designed instruction on the ER-1. Explain or reference data or evidence.</p>



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