Eligibility Determination: Multiple Disabilities

|  |  |
| --- | --- |
| Child Name: | DOB: |
| Gender: | Age: |
| School: | Grade: |
| Parent/Guardian: | Address: |
| Parent/Guardian: | Address: |
| Home Phone: | Work Phone: |
| Home Language: | Language Proficiency: |
| Primary Language: | Referral Date: |
| Test Dates: | Report Date: |

Multiple disabilities means concomitant impairments (such as intellectual disability and blindness or intellectual disability and orthopedic impairment), the combination of which produces 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. (34 CFR Sec. 300.8(c)(7))

Children eligible for special education and related services under the category of multiple disabilities (MD) must meet the eligibility criteria in two or more IDEA categories. This eligibility category is characterized by the need for extensive and/or pervasive intensities of educational supports and, as such, is an extremely low-incidence category. It involves complex, inseparable interactions between two or more disabilities and it is neither possible nor appropriate to designate the disabilities within this category as primary and secondary.

**The New Mexico Public Education Department (PED) highly recommends that the Eligibility Determination Team (EDT) use the following information in making an eligibility determination under the category of multiple disabilities.**

**Document assessment and evaluation data.** The EDT must review and/or complete the evaluations and/or assessments established in the New Mexico Technical Evaluation and Assistance Manual (NM TEAM 2017) for each of the suspected disability categories. Eligibility determination forms for the other disability categories considered must be attached to this eligibility determination form.

The assessment and evaluation data must demonstrate that the child is a child with a disability according to the requirements of IDEA (34 CFR Sec. 300.8(c)(7)) listed above.

**Determine the presence of a disability.** The assessment and evaluation data documented above must demonstrate that the child is a child with multiple disabilities according to the requirements of IDEA (34 CFR Sec. 300.8(c)(7)). The questions below should be answered to help the EDT determine whether or not the child has a disability as defined by IDEA (2004).

**NOTE:** It is imperative that EDTs remember that multiple sources of evaluation data (including standardized and non-standardized) must be used for all eligibility determination decisions. It is essential that teams look at the whole child, not simply test scores. EDTs are strongly encouraged to review the introduction to this manual, particularly sections related to professional judgment (section 3), multilingual assessment issues (section 4), and the use and interpretation of standardized assessments and obtained scores (section 5).

1. Has the EDT eliminated the possibility that either the lack of (a) appropriate instruction in reading or math **and/or** (b) the opportunity to participate in developmentally appropriate early childhood experiences is a determinant factor?

YES  NO

Documentation:

√ If answered NO, the child is not eligible under the multiple disabilities category.

1. Has the EDT eliminated the possibility that limited English proficiency is a determinant factor?

YES  NO

Documentation:

√ If answered NO, the child is not eligible under the multiple disabilities category.

1. Has the EDT determined that the assessment and evaluation data demonstrate that the child’s primary disability is deaf-blindness?

YES  NO

Documentation:

√ If answered YES, the child is not eligible under the multiple disabilities category.

1. Has the EDT determined that these assessments and evaluation data demonstrate that the child is a child with multiple disabilities as defined by IDEA (2004)?
   1. Has the EDT determined that the child meets eligibility in two or more of the following IDEA eligibility categories (check categories below)?

᷾ YES ᷾ NO

᷾ Autism

᷾ Deaf-blindness (only considered if the child demonstrates another disability)

᷾ Hearing impairment, including deafness (cannot be paired solely with visual impairment, including blindness)

᷾ Intellectual disability

᷾ Orthopedic impairment

᷾ Other health impairment (medical conditions such as ADD/ADHD, diabetes, or asthma would not be considered under the category of MD due to the lack of intensive and pervasive support needs associated with these condition)

᷾ Traumatic brain injury

᷾ Visual impairment, including blindness (cannot be paired solely with hearing impairment, including deafness)

Documentation (Complete and attach eligibility determination worksheets for each eligibility category identified.):

√ If answered NO, the child is not eligible under the multiple disabilities category.

* 1. Has the EDT determined that they cannot designate one of the above eligibility categories as the primary disability impacting the child’s educational performance?

᷾YES  NO

Documentation:

√ If answered NO, the child is not eligible under the multiple disabilities category.

* 1. Has the EDT determined that the child’s needs are so extensive and pervasive due to the multiple disabilities that they cannot be met under one disability category alone (i.e., the EDT cannot identify a primary disability)?

YES  NO

Documentation:

√ If answered NO, the child is not eligible under the multiple disabilities category.

1. Has the EDT determined that no single eligibility category better describes this child’s disability?

YES  NO

Documentation:

√ If answered NO, the child is not eligible under the multiple disabilities category.

**Determine need for specially designed instruction.** The assessment and evaluation data documented above must demonstrate that the child requires specially designed instruction as a result of the disability according to the requirements of IDEA (34 CFR Sec. 300.39(b)(3)). The questions below should be answered to help the EDT determine whether or not the child requires specially designed instruction as defined by IDEA (2004).

1. As a result of the disability, does the child require specially designed instruction in order to be involved in and make progress in the general education curriculum or developmentally appropriate activities, as appropriate?

YES  NO

Rationale/Documentation:

2. As a result of the disability, does the child require specially designed instruction in order to participate in extracurricular and other nonacademic activities?

YES  NO

Rationale/Documentation:

3. As a result of the disability, does the child require specially designed instruction in order to be educated and participate with other children with and without disabilities?

YES  NO

Rationale/Documentation:

√Answering “yes” to one or more of the above statements (1, 2, 3) indicates that the child needs specially designed instruction.

**Determination of eligibility for special education and related services.** The EDT has reviewed the referral and evaluation sources relevant to this child and has made the following determination:

The child is eligible under the eligibility category of multiple disabilities.

The results of the evaluation documents that the child is eligible for and in need of special education services under the eligibility category of multiple disabilities as defined by IDEA (2004).

The child is not eligible under the eligibility category of multiple disabilities.

The results of the evaluation indicate that the child does not have multiple disabilities as defined by IDEA (2004), and the child is not eligible for special education and related services under any other eligibility category.

The results of the evaluation indicate that the child does not have multiple disabilities as defined by IDEA (2004), but the child is eligible for special education and related services under the category of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Complete appropriate eligibility determination form for that category.)

The results of the evaluation indicate that the child has multiple disabilities as defined by IDEA (2004); however, the EDT has determined that the eligibility category of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (as defined by IDEA, 2004) better describes the child’s primary disability that results in a need for specially designed instruction. (Complete appropriate eligibility determination form for that category.)

The results of the evaluation indicate that although the child has multiple disabilities as defined by IDEA (2004), the EDT has determined that the child’s educational needs can be met without specially designed instruction.

The EDT is unable to determine eligibility under the eligibility category of multiple disabilities. The following information is needed in order for the EDT to reconvene and make a final eligibility determination decision:

Additional information from:

Additional assessments in the following areas:

Other:

Eligibility Determination Team Participants

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title/Name** | **Date** | **Signature** |
|  | Parent/Guardian |  |  |
|  | Parent/Guardian |  |  |
|  | Child |  |  |
|  | Special Education Teacher |  |  |
|  | General Education Teacher |  |  |
|  | District Representative |  |  |
|  | Person Interpreting Evaluation Results |  |  |
|  | Educational Diagnostician |  |  |
|  | Speech Language Pathologist |  |  |
|  | Occupational Therapist |  |  |
|  | Physical Therapist |  |  |
|  | School Psychologist |  |  |
|  | Social Worker |  |  |
|  | Other |  |  |
|  | Other |  |  |
|  | Other |  |  |
|  | Other |  |  |

Required members of the EDT, as described in IDEA (2004), are parent(s), special education teacher, general education teacher, district representative, and an individual who can interpret evaluation results (this is not necessarily an additional member of the team).

Team members who are serving in more than one role (e.g., district representative and person interpreting evaluation results) should sign in all applicable places.

Notes:

Reevaluation Eligibility Determination: Multiple Disabilities

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| --- | --- |
| Child Name: | DOB: |
| Gender: | Age: |
| School: | Grade: |
| Parent/Guardian: | Address: |
| Parent/Guardian: | Address: |
| Home Phone: | Work Phone: |
| Home Language: | Language Proficiency: |
| Primary Language: | Referral Date: |
| Test Dates: | Report Date: |

Multiple disabilities means concomitant impairments (such as intellectual disability and blindness or intellectual disability and orthopedic impairment), the combination of which produces 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. (34 CFR Sec. 300.8(c)(7))

Children eligible for special education and related services under the category of multiple disabilities (MD) must meet the eligibility criteria in two or more IDEA categories. This eligibility category is characterized by the need for extensive and/or pervasive intensities of educational supports and, as such, is an extremely low-incidence category. It involves complex, inseparable interactions between two or more disabilities and it is neither possible nor appropriate to designate the disabilities within this category as primary and secondary.

**The New Mexico Public Education Department (PED) highly recommends that the Eligibility Determination Team (EDT) use the following information in determining continued eligibility under the category of multiple disabilities.**

**Review of evaluation data.** The EDT reviewed and/or completed the evaluations and/or assessments established in the New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017) for each of the disability categories under which the child is currently receiving special education and related services. Eligibility determination forms for those disability categories must be attached to this reevaluation eligibility determination form.

The assessment and evaluation data must demonstrate that the child is a child with a disability according to the requirements of IDEA (34 CFR Sec. 300.8(c)(7)) listed above.

**Determine the continued presence of a disability.** The assessment and evaluation data documented above must demonstrate that the child continues to be a child with multiple disabilities according to the requirements of IDEA (34 CFR Sec. 300.8(c)(7)). The questions below should be answered to help the EDT determine whether or not the child has a disability as defined by IDEA (2004).

To answer the following questions, the EDT should consider (a) the child’s present levels of academic achievement and functional performance, (b) the child’s educational needs, and (c) any necessary changes to the child’s educational program.

1. Has the EDT determined that these assessments and evaluation data demonstrate that the child continues to be a child with multiple disabilities as defined by IDEA (2004) in two or more of the following IDEA eligibility categories (check categories below)?

YES  NO

Autism

Deaf-blindness (only considered if the child demonstrates another disability)

Hearing impairment, including deafness (cannot be paired solely with visual impairment, including blindness)

Intellectual disability

Orthopedic impairment

Other health impairment (medical conditions such as ADD/ADHD, diabetes, or asthma would not be considered under the category of MD due to the lack of intensive and pervasive support needs associated with these condition)

Traumatic brain injury

Visual impairment, including blindness (cannot be paired solely with hearing impairment, including deafness)

Documentation (Complete and attach eligibility determination worksheets for each eligibility category identified.):

√ If answered NO, the child is no longer eligible under the multiple disabilities category.

1. Has the EDT determined that no single eligibility category better describes this child’s disability?

᷾YES  NO

Documentation:

√If answered NO, the child is no longer eligible under the multiple disabilities category.

**NOTE:** There are no specific reevaluation eligibility criteria, therefore, it is up to the EDT to determine whether or not the child continues to have a disability based on the REED process. However, if upon review of existing and newly gathered evaluation data (as appropriate), there is consideration of a change or addition of eligibility, the EDT must follow the guidelines and procedures for initial eligibility for the newly considered eligibility category.

**Determine continued need for specially designed instruction.** The assessment and evaluation data documented above must demonstrate that the child continues to require specially designed instruction as a result of the disability according to the requirements of IDEA (34 CFR Sec. 300.39(b)(3)). The questions below should be answered to help the EDT determine whether or not the child continues to require specially designed instruction as defined by IDEA (2004).

To answer the following questions, the EDT should consider (a) the child’s present levels of academic achievement and functional performance, (b) the child’s educational needs, and (c) any necessary changes to the child’s educational program.

1. As a result of the disability, does the child require specially designed instruction in order to be involved in and make progress in the general education curriculum or developmentally appropriate activities, as appropriate?

YES  NO

Rationale/Documentation:

2. As a result of the disability, does the child require specially designed instruction in order to participate in extracurricular and other nonacademic activities?

YES  NO

Rationale/Documentation:

3. As a result of the disability, does the child require specially designed instruction in order to be educated and participate with other children with and without disabilities?

YES  NO

Rationale/Documentation:

√Answering “yes” to one or more of the above statements (1, 2, 3) indicates that the child needs specially designed instruction.

**Determination of continued eligibility for special education and related services.** The EDT has reviewed the referral and evaluation sources relevant to this child and has made the following determination:

The child continues to be eligible under the eligibility category of multiple disabilities.

The results of the evaluation documents that the child continues to be eligible for and in need of special education services under the eligibility category of multiple disabilities as defined by IDEA (2004).

The child is no longer eligible under the eligibility category of multiple disabilities.

The results of the evaluation indicate that the child no longer has multiple disabilities as defined by IDEA (2004), and the child is not eligible for special education and related services under any other eligibility category.

The results of the evaluation indicate that the child no longer has multiple disabilities as defined by IDEA (2004), but the child is eligible for special education and related services under the category of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Complete appropriate eligibility determination form for that category.)

The results of the evaluation indicate that the child continues to have multiple disabilities as defined by IDEA (2004); however, the EDT has determined that the eligibility category of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (as defined by IDEA, 2004) better describes the child’s primary disability that results in a need for specially designed instruction. (Complete appropriate eligibility determination form for that category.)

The results of the evaluation indicate that although the child continues to have multiple disabilities as defined by IDEA (2004), the EDT has determined that the child’s educational needs can be met without specially designed instruction.

The EDT is unable to determine continued eligibility under the eligibility category of multiple disabilities. The following information is needed in order for the EDT to reconvene and make a continued eligibility determination decision:

Additional information from:

Additional assessments in the following areas:

Other:

Reevaluation Eligibility Determination Team Participants

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title/Name** | **Date** | **Signature** |
|  | Parent/Guardian |  |  |
|  | Parent/Guardian |  |  |
|  | Child |  |  |
|  | Special Education Teacher |  |  |
|  | General Education Teacher |  |  |
|  | District Representative |  |  |
|  | Person Interpreting Evaluation Results |  |  |
|  | Educational Diagnostician |  |  |
|  | Speech Language Pathologist |  |  |
|  | Occupational Therapist |  |  |
|  | Physical Therapist |  |  |
|  | School Psychologist |  |  |
|  | Social Worker |  |  |
|  | Other |  |  |
|  | Other |  |  |
|  | Other |  |  |
|  | Other |  |  |

Required members of the EDT, as described in IDEA (2004), are parent(s), special education teacher, general education teacher, district representative, and an individual who can interpret evaluation results (this is not necessarily an additional member of the team).

Team members who are serving in more than one role (e.g., district representative and person interpreting evaluation results) should sign in all applicable places.

Notes: