

### **Developmental Delay (3-6 yrs.): Overview of Criteria**

This diagram is intended to provide a visual overview of the DD (3-6 yrs.) criteria. This information does not contain all eligibility requirements. For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1351

The team shall determine that a child from the age of three years through the age of six years is eligible for special education when:

#### **A. Categorical Criteria**

- the child meets the criteria of one of the categorical disabilities in United States Code, title 20, chapter 33, sections 1400 et seq., as defined in Minnesota Rules; **or**
- the child meets one of the criteria for developmental delay in subitem 1 and the criteria in subitem 2. Local school districts have the option of implementing these criteria for developmental delay. If a district chooses to implement these criteria, it may not modify them.
  1. The child:
    - (a) has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay; **or**
    - (b) has a delay in each of two or more of the areas of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development, that is verified by an evaluation using one or more technically adequate, norm-referenced instruments. The instruments must be individually administered by appropriately trained professionals and the scores must be at least 1.5 standard deviations below the mean in each area.
  2. The child's need for special education is supported by:
    - (a) at least one documented, systematic observation in the child's daily routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;
    - (b) a developmental history; **and**
    - (c) at least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion-referenced instruments, language samples, or curriculum-based measures.