

**STATE OF LOUISIANA**  
**DEPARTMENT OF EDUCATION**  
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July 22, 1999

To: Developmental Delay Pilot Program Participants

From: Virginia Beridon, Director  
Division of Special Populations

Re: Continuation of Pilot for 1999-2000 School Year

We wish to commend you on a successful first year of the Developmental Delay Pilot Program. The information gathered through you and your staff has been tremendously helpful in our developing the final criteria for the Developmental Delay category of classification. However, since we did not begin the pilot until October and, thus, do not have a full school year of implementation and, in addition, the lateness in receiving the final regulations for IDEA 1997 Amendments, we feel strongly that another year of the pilot program is necessary. We appreciate your willingness to continue in the program this coming school year.

Following a survey among all participants and discussions with my staff, it was decided that a few changes in the program are needed. First, you and your staff will no longer need to provide information to us manually. We can capture all needed data through LANSER. However, we cannot emphasize enough how important it is to input correct data into LANSER, especially when recording the secondary exceptionality. If that field is left blank then we interpret the data to mean that the child identified would not qualify for special education under any other category. We need this information to determine if there is a large increase in the number of students qualifying for Developmental Delay who would not have been served otherwise.

Another change is in the criteria. Most of you have indicated and we concur, that those students who are between the ages of 6 years and 9 years need interventions prior to identification and the evaluation must include an educational assessment which would include performance in the general curriculum. Many of you have indicated that you are already incorporating these procedures into your appraisal process. The revised criteria is enclosed.

We will continue to review and analyze the data reports monthly and will periodically inform you of our findings. Your continued input is appreciated. It is our expectation that by the end of the next school year, with your assistance, we can make a definitive decision regarding the adoption of the Developmental Delay category and the criteria for eligibility if implemented.

Your cooperation and contribution to this endeavor is commendable. We are more than proud of your constant attempts to provide quality programs and services to the exceptional students in Louisiana. We wish you another successful school year.

If there are any concerns about the Developmental Delay Pilot Program for next year, please do not hesitate to contact Liz Borel, on my staff, at 225-342-1508.

attachment

## I. DEFINITION

Developmental Delay is an exceptionality in which children, ages 3 through 9, are identified as experiencing developmental delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development or adaptive development.

*A child may be classified categorically if it is determined through the evaluation process the child has a specific impairment and because of that impairment needs special education and related services.*

## II. CRITERIA FOR ELIGIBILITY

The child must be between the ages of 3 through 9 years, functioning significantly below age expectancy in one or more of the following areas: Criterion-Based Measures-A Delay of 25% or more, Norm-Based Measures - A Standard Score 1.5 standard deviations below the mean:

- A. Physical Development, which includes:
  - 1. Gross Motor
  - 2. Fine Motor
  - 3. Sensory (visual or hearing)
  - 4. Sensory-Motor
  - 5. Stamina, strength, vitality, alertness, health
  
- B. Social, Adaptive or Emotional Development, which includes:
  - 1. Play (solitary, parallel, cooperative)
  - 2. Peer interaction
  - 3. Adult interaction
  - 4. Environmental interaction
  - 5. Expression of emotions
  
- C. Cognitive or Communication Development, which includes:
  - 1. Language (Receptive or Expressive)
  - 2. Concrete, abstract
  - 3. Perceptual discriminations
  - 4. Categorization and sequencing
  - 5. Task attention
  - 6. Memory
  - 7. Essential Developmental or Academic Skills, as appropriate

### III. PROCEDURES FOR SCREENING

- A. General Screening Procedures in this Bulletin: Sections B, C, D, E and F shall be followed.
- B. A developmental screening must be conducted by persons trained in such procedures.

### IV. PROCEDURES FOR EVALUATION

At a minimum the evaluation shall include all areas outlined in the criteria for eligibility assessed to the appropriate depth and including:

- A. An examination by a physician when the child appears to have a severe medical condition or when otherwise judged appropriate by the evaluation coordinator. When the medical report indicates the student has a health or physical impairment requiring health technology, management or treatments including a special diet or medication; or needs assistance with activities of daily living, the school nurse or other qualified personnel will conduct a health assessment.
- B. An educational assessment for *school-aged students* conducted by an educational diagnostician or other qualified pupil appraisal staff member to determine the student's level of performance in the general curriculum which includes informal and formal assessment, an analysis of the appropriateness of the curriculum and a classroom-based assessment of academic strengths and concerns:  
or  
A functional/developmental assessment for *preschool-aged children* conducted by an educational diagnostician or other qualified pupil appraisal staff member who has appropriate training in the evaluation of early childhood disorders and/or development to determine levels of performance and an analysis of the child's participation in appropriate activities.
- C. A family interview conducted by a school social worker or other qualified pupil appraisal staff member to determine the impact of social, cultural, developmental and/or health factor on the student's difficulties.
- D. A speech/language assessment by a speech/language pathologist shall be conducted when a speech or language impairment is suspected.

## **V. REEVALUATION**

The reevaluation of students classified Developmental Delay shall include:

1. All requirements specified under the Individual Evaluation Process: Reevaluation Section.
2. A reevaluation for categorical classification(s) shall occur prior to the student's 10th birthday and must include all initial evaluation procedures for the suspected exceptionality.