

Missouri Office of Special Education Compliance Standards & Indicators

600-ELIGIBILITY CRITERIA: Autism

Legal Requirement	Indicators	Documentation
NOTE: Basis for legal requirements found in the <i>Missouri State Plan for Special Education</i> , Section III Fed. Regulations 300.8, 300.306		
600.10 Evaluation procedures include:	<p>The evaluation report documents the use of all of the following procedures to address the areas of concern:</p> <ul style="list-style-type: none"> 600.10.a. Review of medical records, 600.10.b. Observation of the child’s behavior across multiple environments 600.10.c. An in-depth social history <p>NOTE: The in-depth social history may include a developmental history, significant life events, and/or reports from parents, physicians and teachers.</p>	Evaluation report
600.20 Disturbance of the communication process:	<p>The evaluation report documents disturbances of speech, language-cognitive development, and nonverbal communication in one (1) or more of the following:</p> <ul style="list-style-type: none"> 600.20.a. Abnormalities that extend beyond speech to many aspects of the communication process 600.20.b. Absence of communicative language or, if present, language lacks communicative intent 600.20.c. Characteristics involve both deviance and delay 600.20.d. Deficits in the capacity to use language for social communication, both receptive and expressive 	Evaluation report
AND		
600.30 Disturbance in the capacity to relate appropriately:	<p>The evaluation report documents a deficit in the child’s capacity to relate appropriately to people, events or objects through one (1) or more of the following ways:</p> <ul style="list-style-type: none"> 600.30.a. Evidence of abnormalities in relating to people, events, or objects 600.30.b. Deficits in capacity to form relationships with people 600.30.c. Use of objects in an age-appropriate or functional manner are absent, arrested, or delayed 600.30.d. Seeks consistency in environmental events to the point of exhibiting rigidity in routines 	Evaluation report
600.40 Adverse effect on educational performance:	<ul style="list-style-type: none"> 600.40.a. The evaluation report documents all areas in which the child’s autism adversely affects her/his educational performance. 600.40.b. The documentation includes a description of the educational concerns. 	Evaluation report

600-ELIGIBILITY CRITERIA: Autism

Legal Requirement	Indicators	Documentation
600.50 Autism is not a result of other factors:	600.50.a. The evaluation report documents the results of the evaluation and the team's conclusion that the child's autism is not the result of an emotional disability.	Evaluation report
AND, IF APPROPRIATE		
600.60 Disturbance of developmental rates and sequences:	The evaluation report documents deficits in the child's developmental rates and sequences through one (1) or more of the following: 600.60.a. Delays, arrests or regressions in physical, social or learning skills 600.60.b. Areas of precocious development with other skill areas at normal or extremely depressed rates 600.60.c. Skill acquisition does not follow normal developmental patterns	Evaluation report
AND/OR, IF APPROPRIATE		
600.70 Disturbance of responses to sensory stimuli:	The evaluation report documents deficits in the child's responses to sensory stimuli through one (1) or more of the following: 600.70.a. Behavior ranges from hyperactive to unresponsive to people and objects and can alternate between these states over periods ranging from hours to months 600.70.b. Disturbances in auditory, visual, olfactory, gustatory, tactile and kinesthetic responses 600.70.c. Responds to stimulation inappropriately and in repetitive or nonmeaningful ways	Evaluation report

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700-ELIGIBILITY CRITERIA: Deaf/Blind

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Fed. Regulations 300.8, 300.306		
700.10 Hearing and visual evaluation:	The evaluation report documents both hearing and visual impairments as described in the criteria for Hearing Impairment/Deafness and Visual Impairment through: 700.10.a. Comprehensive evaluations by a qualified otologist, otolaryngologist, or audiologist <p style="text-align: center;">AND</p> 700.10.b. Comprehensive evaluations by a licensed optometrist or board-certified ophthalmologist.	Evaluation Report
700.20 Comprehensive educational evaluation:	A comprehensive educational evaluation is present which documents: 700.20.a. All areas in which the child’s visual and hearing impairments adversely affect her/his educational performance 700.20.b. The combination of the hearing and vision loss cause severe concern in the following areas: 700.20.b.(1) Communication 700.20.b.(2) Development 700.20.b.(3) Education needs	Evaluation Report

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800-ELIGIBILITY CRITERIA: Emotional Disturbance

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan For Special Education</i> , Section III; Fed. Regulations 300.8, 300.306		
<p>800.10 One (1) or more characteristics of emotional disturbance are present:</p>	<p>The evaluation report documents a comprehensive evaluation which confirms the presence of an emotional disturbance and includes a description of one (1) or more of the following characteristics:</p> <ul style="list-style-type: none"> 800.10.a. Inability to learn that cannot be explained by intellectual, sensory or health factors. 800.10.b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers. 800.10.c. Inappropriate types of behavior or feelings under normal circumstances. 800.10.d. General pervasive mood of unhappiness or depression. 800.10.e. Tendency to develop physical symptoms or fears associated with personal or social problems. <p>NOTE: The term emotional disturbance includes schizophrenia, but does not apply to children who are socially maladjusted unless it is determined they also have an emotional disturbance.</p>	<p>Evaluation report</p>
<p>800.20 Evaluation procedures include:</p>	<p>The evaluation report includes an analysis of the identified concerns through both of the following methods:</p> <ul style="list-style-type: none"> 800.20.a. Observations of the behavior in different environments, <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> 800.20.b. An in-depth social history. <p>NOTE: The in-depth social history may include a developmental history, significant life events, and/or reports from parents, physicians, and teachers.</p>	<p>Evaluation report</p>

800-ELIGIBILITY CRITERIA: Emotional Disturbance

Legal Requirement	Indicator	Documentation
<p>800.30 Impact of emotional disturbance:</p>	<p>800.30.a. The evaluation report documents that the characteristics have existed over an extended period of time,</p> <p style="text-align: center;">AND</p> <p>800.30.b. The characteristics exist to a marked degree.</p> <p>NOTE (1): In most cases, an extended period of time would be from 2-9 months.</p> <p>NOTE (2): Children who experience and demonstrate problems of everyday living and/or those who develop transient symptoms due to a specific crisis or stressful experience are not considered to have an emotional disturbance.</p>	<p>Evaluation report</p>
<p>800.40 Adverse effects on educational performance:</p>	<p>The evaluation report documents:</p> <p>800.40.a. The adverse impact of the emotional disturbance on educational performance in the school setting.</p> <p>800.40.b. A description of the educational concerns.</p>	<p>Evaluation report</p>

Missouri Office of Special Education Compliance Standards & Indicators

900-ELIGIBILITY CRITERIA: Hearing Impairment/Deafness

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Fed. Regulations 300.8, 300.306		
900.10 Hearing evaluation:	900.10.a. The evaluation report documents a comprehensive hearing evaluation, by a qualified audiologist, which confirms a hearing impairment or deafness.	Evaluation Report
900.20 Comprehensive educational evaluation:	A comprehensive educational evaluation is present which documents: 900.20.a Areas in which the child’s hearing impairment or deafness adversely affects her/his educational performance. 900.20.b. A description of the educational concerns.	Evaluation Report

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1000-ELIGIBILITY CRITERIA: Intellectual Disability

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in the <i>Missouri State Plan for Special Education</i> , Section III; Fed. Regulations 300.8, 300.306		
1000.10 Child performs 2.0 standard deviations (SD) below peers:	Documentation regarding the child’s performance includes the following: 1000.10.a. Name of cognitive measure used 1000.10.b. Score obtained for child 1000.10.c. Statement that score is equal to or below 2.0 SD from the mean for that measure which is valid when considering age, ethnic and cultural background NOTE: The score obtained will vary depending upon the instrument. It may be an IQ score, scale score, standard score, percentile, Z score, or developmental age.	Evaluation report
1000.20 Adaptive behavior is consistent with cognitive abilities:	Documentation of adaptive behavior includes the following: 1000.20.a. Name of the adaptive behavior scale administered 1000.20.b. Results of that evaluation 1000.20.c. The overall score on measured adaptive behavior is consistent with cognitive abilities.	Evaluation report
AND		
1000.30 Reduced cognitive ability and adaptive behavior adversely affects educational performance:	Results from formal and/or informal assessments in achievement and other areas of functioning such as communication skills and social skill development indicate the following: 1000.30.a. Reduced cognitive abilities and adaptive behavior adversely affect educational performance 1000.30.b. Specific areas of impact are described	Evaluation report

Missouri Office of Special Education Compliance Standards & Indicators

1100-ELIGIBILITY CRITERIA: Multiple Disabilities

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in the <i>Missouri State Plan for Special Education</i> , Section III; Fed. Regulations 300.8, 300.306		
1100.10 Two (2) diagnosed physical/sensory impairments:	The evaluation report documents at least two (2) diagnosed physical/sensory impairments by the following qualified personnel: 1100.10.a. A physical evaluation by a licensed physician. <p style="text-align: center;">AND</p> 1100.10.b. A visual evaluation by a qualified optometrist or ophthalmologist. <p style="text-align: center;">OR</p> 1100.10.c. An auditory evaluation by a qualified audiologist. NOTE: This eligibility criteria does not include Deaf/Blind. For specific criteria related to Deaf/Blind, see Document 700.	Evaluation report
OR		
1100.20 One (1) diagnosed physical/sensory impairment and a concomitant disabling condition:	The evaluation report documents one (1) diagnosed physical/sensory impairment by the following qualified personnel: 1100.20.a. A physical evaluation by a licensed physician. <p style="text-align: center;">OR</p> 1100.20.b. A visual evaluation by a qualified optometrist or ophthalmologist. <p style="text-align: center;">OR</p> 1100.20.c. An auditory evaluation by a qualified audiologist. <p style="text-align: center;">AND</p> 1100.20.d. All components for documentation of a concomitant disabling condition using the approved eligibility criteria (see appropriate eligibility criteria).	Evaluation report
1100.30 Comprehensive educational evaluation:	1100.30.a. A comprehensive educational evaluation is present which documents all of the areas in which the child's multiple disabilities adversely affects her/his educational performance. 1100.30.b. The documentation includes a description of the educational concerns. 1100.30.c. Documentation shows the combination of disabilities causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.	Evaluation report

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1200-ELIGIBILITY CRITERIA: Orthopedic Impairment

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Fed. Regulations 300.8, 300.306		
1200.10 Orthopedic evaluation:	<p>1200.10.a. The evaluation report documents a comprehensive physical evaluation by a licensed physician that results in a diagnosis of a severe orthopedic impairment.</p> <p>NOTE (1): Orthopedic impairments include congenital anomalies (i.e., club foot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).</p> <p>NOTE (2): A copy of physician's report may be attached.</p>	Evaluation report
1200.20 Comprehensive educational evaluation:	<p>1200.20.a. A comprehensive evaluation is present which documents all of the areas in which the child's orthopedic impairment adversely affects her/his educational performance.</p> <p>1200.20.b. The documentation includes a description of the adverse educational impact of the physical impairment.</p>	Evaluation report

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1300-ELIGIBILITY CRITERIA: Other Health Impairment

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Fed. Regulations 300.8, 300.306		
1300.10 Health evaluation:	1300.10.a. The evaluation report documents a comprehensive health evaluation by a licensed physician that results in the diagnosis of a chronic or acute health problem.	Evaluation report
	OR	
	1300.10.b. For those conditions not requiring a medical diagnosis (e.g, attention deficit disorder or attention deficit hyperactivity disorder), the evaluation report documents a comprehensive evaluation by a licensed psychologist, licensed professional counselor, licensed clinical social worker, or school psychologist.	
	AND	
	1300.10.c. Documentation indicates that the health impairment results in limited strength, vitality or alertness, including a heightened alertness to environmental stimuli.	
	NOTE (1): Limited strength refers to physical strength and energy and includes lack of endurance for fine and/or gross motor activities (e.g. poor trunk control, slouching, tires easily, muscular power). It also refers to a student's emotional stamina, and how the student responds to stress/pain	
	NOTE (2): Limited vitality refers to the capacity for endurance including duration, intensity and frequency over time. It takes into consideration the level of sustained energy/effort displayed by the student.	
	NOTE (3): Limited alertness refers to mental processing and the ability to think clearly. It includes the ability to manage/maintain attention and awareness including the ability to sustain focus. It also includes heightened alertness including being overly observant, watchful or "on guard."	
1300.20 Comprehensive educational evaluation:	1300.20.a. A comprehensive educational evaluation is present which documents all of the areas in which the child's health impairment adversely affects her/his educational performance.	Evaluation report
	1300.20.b. The documentation includes a description of the educational concerns.	

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1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities

Legal Requirement	Indicator	Documentation
<p>NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i>, Section III. Additional requirements related to the evaluation report for specific learning disability found in 200.270-200.320. Fed. Regulations 300.307-300.311</p>		
<p>1400.10 Areas of inadequate achievement 300.309(a)(1)</p>	<p>A comprehensive evaluation report is present and documents:</p> <p>The child does not achieve adequately for the child’s age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child’s age or State-approved grade-level standards:</p> <ul style="list-style-type: none"> 1400.10.a. Basic Reading Skill 1400.10.b. Reading Comprehension 1400.10.c. Reading Fluency Skills 1400.10.d. Written Expression 1400.10.e. Mathematics Calculation 1400.10.f. Mathematics Problem Solving 1400.10.g. Listening comprehension 1400.10.h. Oral Expression 	<p>Evaluation report</p>
<p>1400.20 Methods of eligibility determination 300.309 (a)(2)(i)(ii)</p>	<p><u>RESPONSE TO SCIENTIFIC RESEARCH-BASED INTERVENTION METHOD</u></p> <p>The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified above when using a process based on the child’s response to scientific, research-based interventions.</p> <p>Documentation must include:</p> <ul style="list-style-type: none"> 1400.20.a. Documentation is present that agency procedures for identification of a child with Specific Learning Disabilities were followed. 1400.20.b. Instructional strategies used and the student-centered data collected. 1400.20.c. Documentation that the child’s parents were notified about: <ul style="list-style-type: none"> 1400.20.c.(1) the State’s policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; 1400.20.c.(2) Strategies for increasing the child’s rate of learning, and; 1400.20.c.(3) The parents’ right to request an evaluation. <p style="text-align: center;">OR</p>	<p>Evaluation report</p>

1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities

Legal Requirement	Indicator	Documentation
	<p><u>DISCREPANCY METHOD</u></p> <p>1.) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade-level standards, or intellectual development.</p> <p>Documentation must include:</p> <p>1400.20.d. Evidence of pattern of strengths and weaknesses</p> <p style="text-align: center;">AND</p> <p>1400.20.e. Discrepancy of at least 1.5 standard deviations between achievement and intellectual ability.</p> <p style="text-align: center;">OR</p> <p><u>PROFESSIONAL JUDGEMENT</u></p> <p>1400.20.f. A child who exhibits a pattern of strengths and weaknesses as noted above but does not display a discrepancy of at least 1.5 standard deviations as defined above, may be deemed to have a specific learning disability through the use of professional judgment.</p> <p>1400.20.g. Documentation must include evidence that the child is not achieving adequately or making sufficient progress based on a review of formal and informal assessments.</p>	
<p>1400.30 Observation 300.310</p>	<p>The public agency must ensure that the child is observed in the child’s learning environment (including the regular classroom setting) to document the child’s academic performance and behavior in the areas of difficulty. Documentation should include:</p> <p>1400.30.a. Information from an observation in routine classroom instruction and monitoring of the child’s performance done <u>before</u> the child was referred for an evaluation; or</p> <p>1400.30.b. Observation by a qualified professional in the regular classroom <u>after</u> the child has been referred for an evaluation and parental consent is obtained.</p> <p>1400.30.c. Relevant behavior noted during the observation related to the subcategory of Specific Learning Disability suspected and the relationship of that behavior to the child’s academic functioning.</p> <p>1400.30.d. The observation report must contain the name and title of the qualified professional conducting the observation.</p> <p>NOTE: In the case of a child of less than school age or out of school, an observation must be done in an environment appropriate for a child of that age.</p>	Evaluation report
<p>1400.40 Additional group members 300.308</p>	<p>The determination of the existence of a specific learning disability must be made by the child’s parents and a team of qualified professionals, which must include:</p> <p>1400.40.a. The child’s regular education teacher.</p> <p style="text-align: center;">OR</p> <p>1400.40.b. If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his/her age.</p> <p style="text-align: center;">OR</p>	Evaluation report

1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities

Legal Requirement	Indicator	Documentation
	<p>1400.40.c. For a child of less than school age, an individual qualified to teach a child of his/her age.</p> <p style="text-align: center;">AND</p> <p>1400.40.d. At least one person qualified to conduct individual diagnostic examinations of children such as a school psychologist, school psychological examiner, speech/language pathologist, special education teacher, or remedial reading teacher.</p>	
<p>1400.50 Evaluation Report 300.306 (c)(1); 300.311</p>	<p>In interpreting evaluation data for the purpose of determining if a child is a child with a specific learning disability:</p> <p>1400.50.a. The public agency must document relevant medical findings.</p> <p style="text-align: center;">OR</p> <p>If no relevant medical findings, this must be noted in the evaluation report.</p> <p>1400.50.b. Each team member must certify in writing whether the report reflects her/his conclusion(s). If it does not, the group member must submit a separate statement presenting the member's conclusions.</p> <p>NOTE: This requirement is not applicable to parent(s) of a child.</p> <p>The report includes a statement that the group considered as part of the evaluation:</p> <p>1400.50.c. Data that demonstrates that prior to or as part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel, and</p> <p>1400.50.d. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.</p>	Evaluation report
<p>1400.60 Learning disability is not primarily the result of specific factors 300.309 (a)(3)(i-vi); 300.311</p>	<p>The team determines that its findings of a Specific Learning Disability are not primarily the result of:</p> <p>1400.60.a. A visual, hearing, or motor disability;</p> <p>1400.60.b. Intellectual Disability;</p> <p>1400.60.c. Emotional disturbance;</p> <p>1400.60.d. Cultural factors;</p> <p>1400.60.e. Environmental or economic disadvantage;</p>	Evaluation report

1500-ELIGIBILITY CRITERIA: Language Impairment

Legal Requirement	Indicator	Documentation
	<p>1500.30.b.(1) Children ages 3 through 5 years, not kindergarten eligible: 2 standard deviations below peers.</p> <p>1500.30.b.(2) Children who are kindergarten age eligible and older: 1.5 standard deviations below cognitive ability.</p> <p style="text-align: center;">OR</p> <p>1500.30.c Use professional judgment with sufficient data present in the evaluation report to document the existence of a language disorder even though the criterion defined in 1500.30.b.(1) and 1500.30.b.(2) has not been met.</p> <p>NOTE: If unable to obtain the child's full-scale cognitive score, professional judgment must be used.</p>	
	AND	
1500.50 Adverse educational impact:	<p>1500.50.a. The evaluation report includes information that addresses the extent to which the child's language functioning adversely affects the child's educational performance.</p> <p>1500.50.b. Specific areas of impact are described.</p>	Evaluation report
1500.60 Dialectal differences or second language influence:	1500.60.a. The evaluation report documents the team's conclusion that the child's language impairment is not a result of dialectal differences or second language influence.	Evaluation report

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1600-ELIGIBILITY CRITERIA: Sound System Disorder (Articulation and/or Phonology)

Legal Requirement	Indicators	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Federal Regulations 300.8; 300.306		
1600.10 Description of delay in correct sound production:	The evaluation report describes the child’s sound production errors. These errors may be described as a delay in correct sound system production in one (1) or more of the following: Single Sound Errors 1600.10.a. Substitution(s) 1600.10.b. Omission(s) 1600.10.c. Distortion(s) 1600.10.d. Addition(s) Multiple Errors 1600.10.e. Phonological pattern(s)	Evaluation report
1600.20 Documentation of sound production outside normal development:	The evaluation report documents the extent to which the child’s sound production is outside the limits of State designated normative data.	Evaluation report

1600-ELIGIBILITY CRITERIA: Sound System Disorder (Articulation and/or Phonology)

Legal Requirement	Indicators	Documentation
1600.30 Sound system evaluations:	The evaluation report includes documentation of the following: 1600.30.a. Specific sound production errors identified using a single word test and/or a sentence/phrase repetition task/connected speech sample. AND 1600.30.b. A speech sampling procedure that documents the following: 1600.30.b.(1) Method of elicitation 1600.30.b.(2) Setting for the activity 1600.30.b.(3) Analysis procedures used 1600.30.b.(4) Identification of sound errors 1600.30.b.(5) Degree of intelligibility and/or impact on listener perception 1600.30.c. Use professional judgment with sufficient data present in the evaluation report to document the existence of a disorder due to multiple errors in the sound system which compromise the child's intelligibility and/or the listener's perception even though the recorded errors are considered within normal developmental guidelines.	Evaluation report
	AND	Evaluation report
1600.50 Adverse educational impact:	1600.50.a. The evaluation report addresses the adverse educational impact of the child's sound system disorder.	Evaluation report
1600.60 Dialectal differences and second language influence:	1600.60.a. The evaluation report documents the team's conclusion that the child's sound system disorder is not the result of dialectal differences or second language influences.	Evaluation report

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1700-ELIGIBILITY CRITERIA: Speech-Fluency

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Federal Regulations 300.8, 300.306		
1700.10 Symptomatic behaviors of dysfluency:	<p>A comprehensive evaluation report is present which documents that the child consistently exhibits one(1) or more of the following behaviors:</p> <ul style="list-style-type: none"> 1700.10.a. Sound, syllable, or word repetitions 1700.10.b. Prolongation of sounds, syllables, or words 1700.10.c. Blockages 1700.10.d. Hesitations <p>NOTE: Associated symptoms of gesturing and/or extraneous facial or body activity related to the dysfluency may also be evident and addressed in the report.</p>	Evaluation report
1700.20 Speech sample:	<p>The evaluation report documents a sample of the child’s speech in a variety of contexts. The report addresses the following:</p> <ul style="list-style-type: none"> 1700.20.a. Method of elicitation 1700.20.b. Settings in which sampling occurred 1700.20.c. Analysis procedures used 1700.20.d. Description of dysfluency 	Evaluation report
1700.30 Number or rate of dysfluencies:	<p>The evaluation report documents the child’s fluency as significantly below the norm in one (1) of the following ways:</p> <ul style="list-style-type: none"> 1700.30.a. Five (5) dysfluencies per minute in each context. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> 1700.30.b. A dysfluency rate of 10% or greater. 	Evaluation report
OR		
1700.40 Professional judgment:	1700.40.a. Sufficient data is present in the evaluation report to document through formal and informal assessments the existence of a fluency deficit when the criteria outlined in Indicator 1700.10-1700.30 are not met.	Evaluation report

1700-ELIGIBILITY CRITERIA: Speech-Fluency

Legal Requirement	Indicator	Documentation
	AND	
1700.50 Adverse educational impact.	1700.50.a. The evaluation report includes information that addresses the extent to which the dysfluency adversely affects the child's educational performance.	Evaluation report

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1800-ELIGIBILITY CRITERIA: Speech-Voice

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Federal Regulations 300.8, 300.306		
1800.10 Deviation in one (1) or more of the parameters of voice:	<p>The evaluation report documents that the child exhibits deviations in one (1) or more of the parameters of voice:</p> <p>1800.10.a. Pitch (e.g., shrill or guttural)</p> <p>1800.10.b. Quality (e.g., breathy, hoarse, or gravelly)</p> <p>1800.10.c. Volume (e.g., soft, loud, nasal, or denasal)</p> <p>NOTE: Concern in one (1) or more parameters of voice could indicate the need for a medical referral to obtain a comprehensive voice evaluation by a qualified otolaryngologist (ear, nose, and throat specialist). A medical report may be attached.</p>	
1800.20 Voice is discrepant from the norm:	1800.20.a. The evaluation report describes whether the child’s voice is discrepant from the expected parameters for children of same age, sex, and/or culture	
1800.30 Adverse effect on educational performance:	1800.30.a. The evaluation report documents that the child’s voice disorder adversely affects the child’s educational performance.	
1800.40 Voice disorder is not the result of temporary problems:	<p>1800.40.a. The evaluation report documents the child’s voice disorder is not the result of any temporary conditions, (e.g., normal voice changes, allergies, colds, or other conditions).</p> <p>1800.40.b. An explanation is provided of any known condition(s) that may temporarily impact the child’s voice disorder.</p>	

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1900-ELIGIBILITY CRITERIA: Traumatic Brain Injury

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirement found in <i>Missouri State Plan for Special Education</i> , Section III; Fed. Regulation 300.8, 300.306		
1900.10 Diagnosis of brain injury/head injury:	Evaluation report documents the diagnosis of a traumatic brain injury by: 1900.10.a. A licensed physician. <p style="text-align: center;">OR</p> 1900.10.b. A neuropsychological assessment identifying traumatic brain injury. NOTE (1): The term includes open or closed head injuries resulting in impairments in one or more areas, such as: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychological behavior, physical functions, information processing, and speech. NOTE (2): The medical and/or neuropsychological reports may be attached to the evaluation report.	Evaluation report
OR		
1900.20 Professional judgment:	1900.20.a. Evaluation report includes substantial data to document the medical basis for a head injury even though a physician has not made a medical diagnosis of a head injury.	Evaluation report
AND		
1900.30 Adverse effect on educational performance:	1900.30.a. A comprehensive evaluation report is present which documents deficits in acquisition, retention, and/or generalization of skills resulting from the brain injury.	Evaluation report
1900.40 Deficits in current function capabilities:	Documentation indicates deficits in one (1) or more of the following areas: 1900.40.a. Building or maintaining social competence 1900.40.b. Performance of functional daily living skills across settings 1900.40.c. Ability to acquire and retain new skills 1900.40.d. Ability to retrieve prior information	Evaluation report

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2000-ELIGIBILITY CRITERIA: Visual Impairment/Blindness

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirement found in <i>Missouri State Plan for Special Education</i> , Section III; Fed. Regulation 300.8, 300.306		
2000.10 Visual evaluation:	<p>The evaluation report documents a comprehensive visual evaluation, by a qualified optometrist or ophthalmologist, which confirms:</p> <p>2000.10.a. Visual impairment,</p> <p style="text-align: center;">OR</p> <p>2000.10.b. A progressive vision loss</p>	Evaluation report
2000.20 Visual acuity:	<p>The child is identified with a <u>visual impairment</u> when:</p> <p>2000.20.a. Visual acuity has been determined to fall within the range of 20/70 to 20/200 in the better eye with best correction by glasses.</p> <p style="text-align: center;">OR</p> <p>The child is identified as <u>blind</u> when:</p> <p>2000.20.b. Visual acuity has been determined to fall at 20/200 or less in the better eye after best correction by glasses or when a visual field measures 20° or less.</p> <p style="text-align: center;">OR</p> <p>The child is identified with a <u>progressive vision loss</u> when;</p> <p>2000.20.c. An optometrist or ophthalmologist has made a diagnosis of a progressive vision loss.</p>	Evaluation report
2000.30 Comprehensive educational evaluation:	<p>2000.30.a. A comprehensive educational evaluation is present which documents all of the areas in which the child's visual impairment/blindness adversely affects her/his educational performance.</p> <p>2000.30.b. The documentation includes a description of the adverse educational impact of the visual impairment.</p>	Evaluation report

Missouri Office of Special Education Compliance Standards & Indicators

2100-ELIGIBILITY CRITERIA: Young Child with a Developmental Delay

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Federal Regulations 300.8, 300.306		
This criteria is for children ages 3 through 5 (not kindergarten age eligible for the current school year) who are experiencing developmental delays as measured in one of the 3 following ways (Indicators 2100.20, 2100.30, and 2100.40)		
NOTE: LEAs in Missouri are not required to adopt and use the term “Young Child with a Developmental Delay” for any children in their jurisdiction. However, if an LEA uses the term “Young Child with a Developmental Delay,” the LEA must conform to both the State’s definition of the term and the age range.		
2100.10 Evaluation procedures include:	The evaluation report documents: 2100.10.a. The results of formal instruments/assessment(s) provided in standardized, quantified form or equivalent levels. <p style="text-align: center;">OR</p> 2100.10.b. The results of informal assessment(s) provided in equivalent form.	
2100.20 Identification based on multiple delays:	A comprehensive evaluation report is present which documents performance at or below 1.5 standard deviations or equivalent levels of the mean in a combination of any two (2) or more of the following areas: 2100.20.a. Cognitive. 2100.20.b. Adaptive. 2100.20.c. Social/Emotional. 2100.20.d. Communication: 2100.20.d.(1) The child’s overall receptive and expressive communication must be at or below 1.5 standard deviations or equivalent levels of the mean. 2100.20.e. Physical. 2100.20.e.(1) The child’s overall gross and fine motor scores are at or below 1.5 standard deviations or equivalent level of the mean.	Evaluation Report
	OR	
2100.30 Identification based on a single delay:	A comprehensive evaluation is present which documents performance at or below 2.0 standard deviations or equivalent levels of the mean in any one (1) of the following areas: 2100.30.a. Cognitive. 2100.30.b. Adaptive.	Evaluation Report

2100-ELIGIBILITY CRITERIA: Young Child with a Developmental Delay

Legal Requirement	Indicator	Documentation
	<p>2100.30.c. Social/Emotional:</p> <p>2100.30.c.(1) The Evaluation Report reflects the professional opinion of team members that the child’s social/emotional/behavioral delay significantly impacts educational development and describes the educational concerns.</p> <p>2100.30.d. Communication:</p> <p>2100.30.d.(1) The child’s overall receptive and expressive communication must be at or below 2.0 standard deviations or equivalent levels of the mean</p> <p>2100.30.e. Physical:</p> <p>2100.30.e.(1) The child’s overall gross and fine motor scores are at or below 2.0 standard deviations or equivalent level of the mean or the child meets the definition of orthopedically impaired as described in Indicators 1200.10-1200.20.</p>	
	OR	
2100.40 Identification based on professional judgment:	<p>2100.40.a. The multidisciplinary team concludes that even though the standard scores or equivalent levels do not meet stated criterion levels, a significant discrepancy exists in one (1) or more of the developmental area(s). All other applicable steps in the eligibility criteria must be addressed with sufficient documentation (formal and informal assessment) which led the team to its decision.</p> <p style="text-align: center;">OR</p> <p>2100.40.b Child is functioning above the stated criteria level but is eligible for services based on expected regression due to termination of previous intensive early intervention services.</p> <p>2100.40.c. Documentation includes:</p> <p>2100.40.c.(1) Statement by multidisciplinary team that child would regress without special education and related services.</p> <p>2100.40.c.(2) Data demonstrating functioning above criterion level.</p> <p>2100.40.c.(3) Information regarding early intervention services such as type, frequency, intensity, duration of services, and where services were delivered.</p>	Evaluation Report
	AND	
2100.50	<p>2100.50 Adverse educational impact SP (III).</p> <p>2100.50.a. The evaluation report includes information that addresses the child’s need for special education and related services as a result of the disability.</p>	