



RED/MEEGS AUDIT TOOL BY DISABILITY CATEGORY

OCTOBER 2024

RED/MEEGS Audit Tool by Disability Category

This tool is designed to assist the team in Developing compliant IDEA paperwork and appropriately identifying students with disabilities. Through the review of Existing Data (RED) process, the tool will assist teams in determining the following:

1. What information is available (current and historical);
2. What information is no longer a relevant representation of the student today;
3. Are all required components that make up a comprehensive evaluation included;
4. What or if any new data is needed; and
5. What, if any, components are missing and require parent consent.

Once the parent has given consent and the evaluations have been completed, all components are documented on the MEEGS, for both the initial and reevaluation using either existing data and/or additional/new assessments.

In this tool, the required evaluation components that make up a comprehensive evaluation are listed per disability category, along with a list of additional evaluation components which may be included, as needed, for both initial and reevaluations. The definition for each disability and the corresponding key eligibility indicators. The final section in this audit tool includes a review of the eligibility summary which must include data that supports the team decision determining eligibility or non-eligibility for each primary, secondary, suspected, and concomitant disability category considered.

Teams should review the Oklahoma Special Education Policies and Procedures Chapter 5 Evaluation & Eligibility for further guidance.

EXAMPLE:

Below you will find a portion of the required components for Autism.

- The first step of an initial or reevaluation is a Review of Existing Data (RED). The team should review all existing data aligned to the required components and, if appropriate, the information in the “As Needed” column. To use this tool, place a check mark in the “Documented on RED” column for all components listed on the RED. For all required components and appropriate “as needed” components that are not documented on the RED, place a check in the “Need Parent Consent” column. Then go back and review the information documented on the RED asking, “Is this information a current representation of the student today?” If the answer is yes, move the data to the MEEGS. If the answer is no, place a check mark in the “Need Parent Consent” column.

- For all the required and as needed components checked in the “Need Parent Consent” column obtain parent consent for this information.

Components of a Comprehensive Evaluation for AUTISM (P&P page 102)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
✓			Communication/Language	✓			Health/Medical
✓	✓		Academic Achievement (Past and Current)				Vision Evaluation
✓			Intellectual/Cognitive				Hearing Evaluation
	✓		Developmental	✓			Motor

- Eligibility meeting (MEEGS)
 - Document all existing information from the RED on the MEEGS
 - Document all new data parent consent was granted on the MEEGS
 - Place a check mark in the “Documented on MEEGS “column in the Required (Blue) section for all required components that are documented on the MEEGS. (There must be a check for each required component.)
 - Ensure that academic information is supported with current benchmark data.

Components of a Comprehensive Evaluation for AUTISM (P&P page 102)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
✓		✓	Communication/Language	✓		✓	Health/Medical
✓	✓	✓	Academic Achievement (Past and Current)				Vision Evaluation
✓		✓	Intellectual/Cognitive				Hearing Evaluation
	✓	✓	Developmental	✓		✓	Motor

It is recommended teachers use this tool to document a comprehensive evaluation. It is best practice to keep this document in the student’s paper file and update it prior to the RED and eligibility (MEEGS) to ensure all required components are documented.

NOTE: Be sure to use the appropriate disability sheet for each primary, secondary, suspected, and concomitant disabilities.

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Autism Audit Form

Student: _____

Components of a Comprehensive Evaluation for AUTISM (P&P page 102)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Communication/ Language				Health/Medical
			Academic Achievement (Past and Current)				Vision Evaluation
			Intellectual/Cognitive				Hearing Evaluation
			Developmental				Motor
			Social/Emotional				Perceptual/ Processing
			Behavior				Psychological
			Adaptive Behavior				Assistive Technology
			Background (Cultural & Educational)				Intervention Documentation
			Observation (Classroom/Other Setting)				Vocational
			Vision Screening				
			Hearing Screening				

Autism Definition: 34 C.F.R. § 300.8 Child with a disability.

(c)(1)(i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and usually responses to sensory experiences.

(ii) Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance.

(iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student is in need of special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 101.

Evident on MEEGS	Key Eligibility Indicators
	Reciprocal social interaction difficulties such as relating to peers, understanding social expectations, or lack of interest in same age peers.
	Impairments in communication (nonverbal and verbal), such as use of gestures and facial expressions, semantic and pragmatic use of language, prosody, idiosyncratic language.
	Excessive repetitive activities or stereotyped movements, rigid resistance to environmental change or change in daily routines, or abnormal responses to sensory experiences.
	Sensory challenges alone are not sufficient to identify a student with Autism; however, the absence of sensory challenges does not exclude a student from meeting Autism eligibility criteria.
	Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance. The LEA must include the psychological component if the team suspects the student has mental health issues in order to rule out emotional disturbance as the primary disability.
	According to IDEA 34 C.F.R. § 300.306(b) special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.
	<p>Clarification of adverse impact on educational performance related to Autism: In considering adverse impact on education performance for children identified with Autism, it is important to consider skills or activities that may not be considered academic but may be related to a student's educational performance. Considerations common for students with Autism include:</p> <ul style="list-style-type: none"> • Ability to work in groups. • Work completion (in-class/homework). • Ability to follow societal norms and expectations. • Ability to apply skills in a variety of ways or settings. • Ability to engage in effective verbal and nonverbal communication.

Summary of Eligibility Determination:

The MEEGS section titled "Summary of Eligibility Determination" should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals

who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Autism as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Deaf-Blindness Audit Form

Student: _____

Components of a Comprehensive Evaluation for DEAF-BLINDNESS (P&P page 107)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Vision Evaluation (Ophthalmic or Optometric)				Motor
			Hearing Screening (Audiological)				Perceptual/Processing
			Health/Medical				Psychological
			Academic Achievement (Current & Past)				Intervention Documentation
			Intellectual/cognitive				Behavior
			Developmental				Vocational
			Adaptive Behavior				
			Background (Cultural & Educational)				
			Observation (Classroom/Other Setting)				
			Assistive Technology				
			Social/Emotional				

Deaf-Blindness Definition 34 C.F.R. §300.7 Child with a disability.

(c)(2) Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 107.

Evident on MEEGS	Key Eligibility Indicators	
	A combination of concomitant hearing and vision impairments (dual sensory impairment) that causes severe communication and other developmental and learning needs that cannot appropriately be met in special education programs provided solely for students with deafness or blindness. The team should consider how the student's dual sensory impairments adversely impact the student's education performance applied broadly to all areas (academic, social/emotional, communication. Adaptive behavior, and daily living).	
	The IEP team must consider any medical documentation in the eligibility determination involving a degenerative condition or syndrome (degenerative disease or pathology such as a student who is deaf diagnose with retinitis pigmentosa).	
	Weakens in visual perception, visual motor integration, or visual memory are not included in the diagnosis of cortical visual impairment which is damage to visual pathways or visual centers of the brain (CVI is not perceptual in nature).	
	According to IDEA 34 C.F.R. §300.306 (b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.	
To qualify, students must meet one of the following conditions under the Degree of Vision Loss, and one of the conditions listed under Hearing Loss as listed below.		
	Degree of Vision Loss	Hearing Loss
	Low Vision (visual acuity of 20/70 to 20/200 in the better eye after the best possible correction)	Mild (26-40dB loss)
	Legally Blind (visual acuity of 20/200 or less in the better eye after the best possible correction or field restriction of 20 degrees or less)	Moderate (41-55 dB loss)
	Light Perception Only	Moderately Severe (56-70dB loss)
	Totally Blind	Severe (71-90 dB loss)
	Cortical Visual Impairment – CVI	Profound (91 + dB loss)
	Diagnosed Progressive Loss	Diagnosed Progressive Loss
	Documented Functional Vision Loss	Documented Fluctuating Hearing Loss
		Cochlear Implants/Hearing Aids
		Auditory Neuropathy

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not

meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Deaf-Blindness as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Developmental Delay Audit Form

Student: _____

Components of a Comprehensive Evaluation for DEVELOPMENTAL DELAYS (P&P page 114)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Motor				Health/Medical
			Communication/ Language				Vision Evaluation
			Intellectual/Cognitive				Hearing Evaluation
			Developmental				Academic/Achievement
			Social/Emotional				Perceptual/Processing
			Adaptive Behavior				Psychological
			Background (Cultural/Educational)				Assistive Technology
			Observation (Classroom/ Other Setting)				Intervention Documentation
			Vision Screening				Vocational
			Hearing Screening				Behavior

Developmental Delay Definition: 43 C.F.R. § 300.8 Child with a disability.

(b) Children aged three through nine experiencing developmental delays. The term child with a disability for children age three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in § 300.111 (b), include a child (1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:

physical development, cognitive development, communication development, social or emotional development, or adaptive development.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 116.

Evident on MEEGS	Key Eligibility Indicators
	Functioning one and a half (1.5) standard deviations below the mean in two developmental domains; OR
	Functioning two (2) standard deviations below the mean in one developmental domain.
	At least two independent procedures/sources must be used to substantiate the delay and document the current levels of performance. One procedure must be a norm-referenced measure.
	In extraordinary cases, when a standardized score cannot be determined through a norm-referenced assessment that was attempted, a child may be determined to have Developmental Delays as their primary category based on functional assessments, existing data, observation, and the informed judgement of the multidisciplinary team. * The eligibility documents must include an explanation of the inability to obtain evaluation data for standardized, norm-referenced measures, and at least two independent sources of diagnostic information must be utilized to substantiate the delay.
	According to IDEA 34 C.F.R. §300.306 (b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency. For preschool age children, a child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction regarding early literacy and math development, including limited English proficiency.
	All domains should be considered, and the evaluation must yield information needed to rule out any exclusionary criteria when making eligibility decision. In addition to meeting sufficient key eligibility indicators under Developmental Delays category, teams must also have sufficient evidence to identify a Suspected Disability using data. If the data from the two independent procedures/sources are contradictory; and therefore, make it difficult to make a determination, it is suggested to administer a third procedure/source for that specific domain. The team must ensure that each evaluation procedure is sufficiently comprehensive to identify all of the child's possible special education and related services, if any.
Evaluation of Students Ages 5 (On or before September 1) through 9. Cont.	
	May use five domain criteria (i.e., motor, communication/language, intellectual/cognitive, social/emotional, and adaptive behavior), OR
	Meet sufficient key eligibility indicators for any specific disability category using the evaluation components required for a comprehensive evaluation.

Note: Children ages three through preschool or those who turn age five after September 1 of that school year, must be assessed using the five (5) domain areas for determining developmental delays. A screener for the five domain areas are **not** considered an evaluation for eligibility for special education and related services. Students aged 5 through 9 may be assessed using these five domains component areas or the specific components required for a suspected category of disability or disabilities.

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Developmental Delay as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Emotional Disturbance Audit Form

Student: _____

Components of a Comprehensive Evaluation for EMOTIONAL DISTURBANCE (P&P page 118)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Academic Achievement (Past and Current)				Health/Medical
			Intellectual/ Cognitive				Vision Evaluation
			Developmental				Hearing Evaluation
			Psychological				Motor
			Social/ Emotional				Perceptual/Processing
			Behavior				Communication/ Language
			Adaptive Behavior				Assistive Technology
			Background (Cultural & Educational)				Intervention Documentation
			Observation (Classroom/Ot her Setting)				Vocational
			Vision Screening				
			Hearing Screening				

Emotional Disturbance Definition: 34 C.F.R. § 300.8 Child with a disability.

(C)(4)(i) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Emotional disturbance includes schizophrenia. The term does not apply the children who are socially maladjusted unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 118.

Evident on MEEGS	Key Eligibility Indicators Student displays at least one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child’s educational performance:
	<p>An inability to learn that cannot be explained by intellectual, sensory, or health factors.</p> <ul style="list-style-type: none"> • This means the student is displaying an unsatisfactory rate of educational progress because of thoughts, feelings, and behaviors (e.g., anxiety, pervasive depression, or reality distortion) when other causes (such as learning disabilities, intellectual disabilities, and lack of motivation) have been considered and eliminated as the primary cause. • This inability to learn should not be confused with an unwillingness or disinterest in learning.
	<p>An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. Examples of this include:</p> <ul style="list-style-type: none"> • Inability to demonstrate age-appropriate sympathy, affection, empathy. Cont. • Inability to initiate and maintain a variety of social interactions, friendships at school, at home, and in the community. • Social isolation (e.g., anxiety-based or fear-driven avoidance of school-based interactions), immature attention-seeking behaviors; seeking negative attention from others, and/or lack of social awareness - violating social boundaries (e.g., overly affectionate).

	<ul style="list-style-type: none"> • Inability to be appropriately assertive, cooperative, and compromising in conflict situations. • Resistant to/non-accepting of adult instruction, direction, and correction.
	<p>Inappropriate types of behavior or feelings under normal circumstances. Inappropriate behavior can be withdrawn, or extremely different or atypical in comparison to others in the same situation (considering developmental norms and peer comparisons), for example:</p> <ul style="list-style-type: none"> • Flat, blunted, distorted or excessive affect. • Extreme changes or shifts in mood or feelings. • Rage reactions or violent temper tantrums out of proportion to the triggering event. • Extreme social withdrawal from typical activities with peers at school. • Pre-occupations, limited interests, perfectionistic expectations of self. • Aggressive response for unclear or unjustified reasons.
	<p>A general pervasive mood of unhappiness or depression. Specific behaviors associated with depression include:</p> <ul style="list-style-type: none"> • Flat, blunted, distorted, or negative affect, listlessness, apathy, fatigue. • Pessimistic, critical statements and self-perceptions (e.g., overly internalizing locus of control); expressing feelings of worthlessness, hopelessness. • Irritable mood; easily angered by activities of peers. • Loss of interest in age-appropriate activities. • Diminished ability to think, concentrate, or make decisions. • The manifestation of unhappiness that is pervasive, chronic, and observable in the school setting lasting beyond the time usually expected for reactions to a specific traumatic event or situation.
	<p>A tendency to develop physical symptoms or fears associated with personal or school problems. Fears may range from incapacitating feelings of anxiety to specific and severe fear reactions and panic attacks to the degree that the student engages in consistent avoidance behaviors. Examples of this include:</p> <ul style="list-style-type: none"> • Excessive and chronic physical symptoms that appear to have no known medical cause. • Physical reactions (increased heart rate, sweating, tremors) that appear to be linked to stressful events or conflict. • Worrying about learning or school performance to the degree that physical complaints are evident or result in the inability to function/participate.
	<p>The characteristics must adversely affect the child’s educational performance. Manifestations of emotional problems must result in impairment of the student’s ability to learn and/or perform academic or daily living tasks required in their educational program. Considerations for education performance may include:</p> <ul style="list-style-type: none"> • Inability to pass from grade to grade; • Work samples that show atypical thought processes or an inability to complete tasks; • A demonstrably slower rate of skill acquisition/academic progress than that of typically progressing peers; • Inability to attend, concentrate, follow directions, participate appropriately in classroom instructional activities that result from distorted thought processes or out-of-control emotions; • Serious, recurring disciplinary problems that are related to key eligibility indicators and result in frequent removal from the educational setting; • Must rule out other conditions as the primary cause of poor educational performance.
	<p>According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.</p>

The term Emotional Disturbance does **not** include students whose primary cause of behavior is determined to be social maladjustment. Students with Emotional Disturbance and students with social maladjustment can display many similar characteristics. IDEA stipulates that a student who is solely socially maladjusted is not eligible for special education services as a student with a disability. However, a student who has a serious emotional disability along with social maladjustment could be identified as a student with a disability under the category of Emotional Disturbance, assuming sufficient key eligibility indicators are satisfied.

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Emotional Disturbance as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Hearing Impaired including Deafness Audit Form

Student: _____

Components of a Comprehensive Evaluation for HEARING IMPAIRED Including DEAFNESS (P&P page 128)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Health/Medical				Vision Evaluation
			Hearing Evaluation (Audiological)				Motor
			Academic/Achievement (Current & Past)				Intellectual/Cognitive
			Developmental				Perceptual/Processing
			Adaptive Behavior				Psychological
			Background (Cultural & Education)				Social/Emotional
			Observation (Classroom/Other Setting)				Behavior
			Assistive Technology				Intervention Documentation
			Vision Screening				Vocational
			Communication/language				

Hearing Impairment including Deafness Definition: 34 C.F.R. § 300.8 Child with a disability.

(c)(3) Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance.

34 C.F.R. § 300.8 Child with a disability.

(c)(5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance, but that is not included under the definition of deafness in this section.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under

the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 118.

Evident on MEEGS	Key Eligibility Indicators The audiological examination documents a student meets one or more to the following indicators, which adversely affect educational performance:
	Hearing loss measured within the range: <ul style="list-style-type: none"> • Slight (16-25 dB loss) • Mild (26-40 dB loss) • Moderate (41-55 dB loss) • Moderately Severe (56-70 dB loss) • Severe (71-90 dB loss) • Profound (91+ dB loss)
	Diagnosed Progressive Loss
	Documented Fluctuating Hearing Loss
	Cochlear Implants/Hearing Aids
	Auditory Neuropathy
	The IEP team must consider any medical documentation in an eligibility determination
	According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

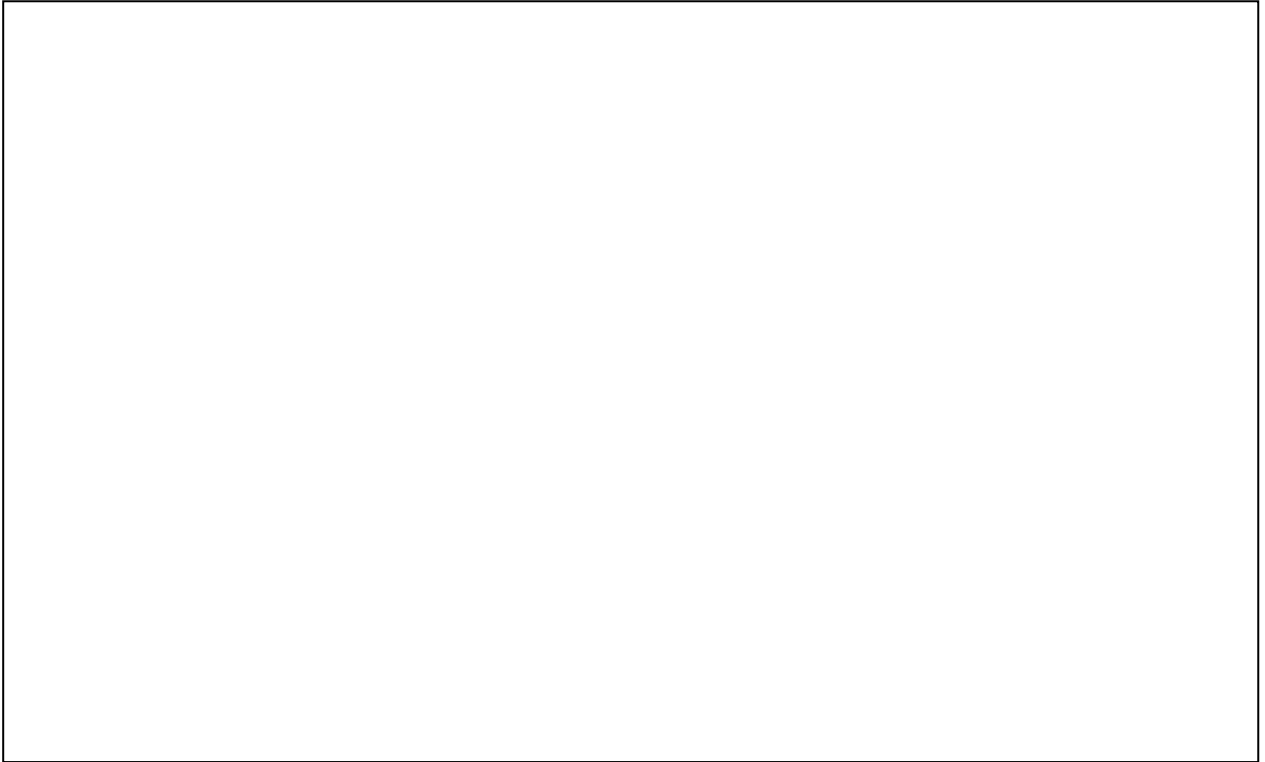
Provide supporting information documented in the MEEGS to explain why the team identified Hearing Impairment including Deafness as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary
 Secondary
 Suspected
 Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a summary of data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Intellectual Disability Audit Form

Student: _____

Components of a Comprehensive Evaluation for INTELLECTUAL DISABILITY (P&P page 133)							
<i>REQUIRED</i>				<i>AS NEEDED</i>			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Communication/ Language				Health/Medical
			Academic Achievement (Past and Current)				Vision Evaluation
			Intellectual/Cognitive				Hearing Evaluation
			Developmental				Motor
			Adaptive Behavior				Perceptual/ Processing
			Background (Cultural & Educational)				Psychological
			Observation (Classroom/Other Setting)				Assistive Technology
			Vision Screening				Intervention Documentation
			Hearing Screening				Vocational
							Social/Emotional
							Behavior

Intellectual Disability Definition: 34 C.F.R. § 300.8 Child with a disability.

(c)(6) Intellectual Disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 133.

Evident on MEEGS	Key Eligibility Indicators
	<p>Intellectual disability is a disorder that includes both intellectual AND adaptive functioning deficits that adversely affects the child’s education performance. Eligibility criteria for Intellectual Disability include:</p> <ul style="list-style-type: none"> • An intellectual disability is characterized as a significant delay in cognitive functioning and adaptive behavior. • Deficits in intellectual functioning, as measured by a standardized norm-referenced cognitive assessment. Specifically, the student achieves a standard score of two or more standard deviations below the mean on a measure of general IQ. (See Evaluation and Eligibility Handbook for information regarding standard error of measurement). • Limitations in adaptive behavior domains (conceptual, social, and practical) is significantly impaired to the degree that ongoing support is needed for the person to perform adequately in one or more life settings (school, work, home, or in the community). • The overall adaptive behavior score must fall at least two or more standard deviations below the mean on a norm-referenced measure. • If there are discrepancies in the rating scale results from home and school, the team should consider including an observation by a qualified professional to provide additional information about the student’s independent adaptive functioning within the school and community environments. Also, the team should take into consideration the global scores of the other components measured (e.g., cognitive, academic achievement, etc.) as a systematic approach to determining if one of the rating results is an outlier of the overall evaluation results.
	<p>A student with an Intellectual Disability may exhibit some or all of these:</p> <ul style="list-style-type: none"> • Difficulty with efficient and effective communication. Cont. • Difficulty with decision-making, behavior, social interactions, and participation in multiple learning environments. • A need for alternate methods to demonstrate their abilities and knowledge. • Uneven learning patterns in cognition, communication, socialization, and self-help domains. • Medical needs that impact health, stamina, and engagement in learning tasks. • Difficulty learning and maintaining new skills and generalizing skills to new environments. o Difficulty demonstrating problem-solving skills when new skills or information is presented in a traditional academic curriculum. • A need for individualized methods of accessing information and demonstrating knowledge in alternative ways (tactile, visual, auditory, and multi-sensory).
	<p>According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.</p>

Note: When there is a significant impact requiring special education programming to address more than one impairment, including intellectual disability, a Multiple Disabilities category may be considered.

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Intellectual Disability as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Multiple Disabilities Audit Form

Student: _____

Components of a Comprehensive Evaluation for MULTIPLE DISABILITIES (P&P page 139)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Health/Medical				Vision Evaluation
			Motor				Hearing Evaluation
			Communication/ Language				Social/Emotional
			Academic Achievement (Past and Current)				Perceptual/ Processing
			Intellectual/Cognitive				Psychological
			Developmental				Behavior
			Adaptive Behavior				Intervention Documentation
			Background (Cultural & Educational)				Vocational
			Observation (Classroom/Other setting)				
			Assistive Technology				
			Vision Screening				
			Hearing Screening				

Multiple Disabilities Definition: 34 C.F.R. § 300.8 Child with a disability.

(c)(7) Multiple disabilities means concomitant impairments (such as an intellectual disability and blindness, intellectual disability, and orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities category does not include deaf- blindness.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 139.

Evident on MEEGS	Key Eligibility Indicators
	Multiple Disabilities are two or more concomitant severe impairments, one of which must include intellectual disability, such as intellectual disability and blindness, intellectual disability, and orthopedic impairment, etc.
	The combination of impairments together with a cognitive delay is evidenced through a multiplicity of severe educational needs.
	“Required” and “as needed” evaluation components will be determined by each suspected concomitant disability.
	An individual disability category paired only with Speech Language Impairment (e.g., Specific Learning Disability and Speech Language Impairment; Other Health Impairment and Speech Language Impairment) does not constitute eligibility under the category of Multiple Disabilities.
	Teams may only select multiple disabilities as a primary disability, and therefore, cannot list multiple disabilities as a secondary disability. However, one of the concomitant disabilities may be selected as a secondary disability, as appropriate.
	According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Multiple Disabilities as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Orthopedic Impairment Audit Form

Student: _____

Components of a Comprehensive Evaluation for ORTHOPEDIC IMPAIRMENT (P&P page 144)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Health/ Medical				Vision Evaluation
			Motor				Hearing Evaluation
			Academic Achievement (Past and Current)				Communication/ Language
			Developmental				Intellectual/Cognitive
			Background (Cultural & Educational)				Perceptual/Processing
			Observation (Classroom/ Other Setting)				Psychological
			Assistive Technology				Social/Emotional
			Vision Screening				Behavior
			Hearing Screening				Adaptive Behavior
							Intervention Documentation
							Vocational

Orthopedic Impairment Definition: 34 C.F.R. § 300.8 Child with a disability.

(c)(8) Orthopedic impairment means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 144.

Evident on MEEGS	Key Eligibility Indicators
	The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
	The student has a severe orthopedic impairment caused by congenital anomaly, disease, or other causes, which adversely affects educational performance (e.g., motor condition that causes severe fatigue or endurance limitations that adversely impacts the student’s ability to learn).
	According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.

The need and subsequent eligibility for related services of physical therapy and occupational therapy do not automatically constitute eligibility under the Orthopedically Impaired category. Teams must determine through a comprehensive evaluation that a student meets sufficient key eligibility indicators in order to be identified as a student with an orthopedic impairment which adversely impacts the student’s educational performance. If the student is not eligible under IDEA, then the LEA may consider referring the student for an evaluation under Section 504. It is possible for a student to need and receive physical and/or occupational therapy as a related service on the IEP, and not meet eligibility criteria under orthopedically impaired as a primary or secondary disability. In this scenario, districts will receive secondary weighted funding based on the related service of PT/OT.

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Orthopedic Impairment as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Other Health Impaired Audit Form

Name: _____

Components of a Comprehensive Evaluation for OTHER HEALTH IMPAIRED (P&P page 149)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Health/ Medical				Vision Evaluation
			Academic Achievement (Past and Current)				Hearing Evaluation
			Developmental				Communication/ Language
			Background (Cultural & Educational)				Intellectual/Cognitive
			Observation (Classroom/ Other setting)				Perceptual/Processing
			Vision Screening				Psychological
			Hearing Screening				Social/Emotional
			Psychological (Required for ADHD)				Behavior/ Adaptive Behavior/Assistive Technology
			Social/Emotion al (required for ADHD)				Motor
							Intervention Documentation

Orthopedic Health Impairment Definition: 34 C.F.R. § 300.8 Child with a disability.

(c)(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that—

- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (ii) Adversely affects a child’s educational performance.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 149.

Evident on MEEGS	Key Eligibility Indicators
	A medical diagnosis as the sole source of information is not sufficient to determine eligibility under IDEA. A comprehensive evaluation involving the required components is necessary to determine if there is an adverse impact on the child’s educational performance. If there is not an adverse impact on the child’s education, the LEA may consider referring the student for a Section 504 evaluation.
	The documented chronic or acute health impairment(s) must reveal an adverse impact on the student such as limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, resulting in limited alertness with respect to the educational environment.
	Health Impairment(s) are due to a chronic (i.e., for a long period of time or incurable or constantly recurring), or an acute health condition (i.e., sudden onset or short duration yet to a marked degree of intensity or severity). Examples of chronic or acute health conditions include asthma, attention deficit disorder or attention deficit hyperactivity disorder, central auditory processing disorder, near drowning, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.
	While students with health/medical conditions may demonstrate skill ability in the average range on standardized achievement tests, significantly problematic behaviors resulting from the health condition may contribute to inconsistent performance of these skills in the classroom and may validate the presence of an educational need.
	An addiction or chemical dependency does not fall under a disability under IDEA solely by itself. However, if the use of the drug(s) creates a chronic or acute health condition that adversely impacts the student’s education performance then the LEA must consider this independent health condition. Cont.
	According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals

who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Other Health Impairment as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Specific Learning Disability Audit Form

Student: _____

Components of a Comprehensive Evaluation for SPECIFIC LEARNING DISABILITY (P&P page 154)							
REQUIRED				AS NEEDED			
Document ed on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Academic Achievement (Past and Current)				Vision Evaluation
			Intellectual/ Cognitive				Hearing Evaluation
			Adaptive Behavior				Communication/ Language
			Developmental				Health/Medical
			Background (Cultural & Educational)				Perceptual/Processing
			Observation (Classroom/Other Setting)				Psychological
			Intervention Documentation				Social/Emotional
			Vision Screening				Behavior
			Hearing Screening				Motor
							Assistive Technology
							Vocational

Specific Learning Disability Definition: 34 C.F.R. § 300.8 Child with a disability.

(c)(10) Specific learning disability—

(i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 153.

Evident on MEEGS	Key Eligibility Indicators Discrepancy Model and Scientific-Researched Based Intervention Model
Regardless of the chosen method for SLD eligibility determination, the team must:	
	Document the procedures utilized to determine the presence of a specific learning disability and the adverse effects on educational performance. For additional information, see the Specific Learning Disability Evaluation Questions Section of Appendix B, Frequently Asked Questions in the Evaluation & Eligibility Handbook.
	Establish criteria and a process for such determinations and make this information available to the group, including the parent(s), as needed.
	The group may not identify a student as having a specific learning disability if the student’s performance is primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage, or LEP.
	According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.
	Indicators for Option 1: Additional Eligibility Indicators for Scientific-Research Based Intervention Model The evaluation group must decide using a convergence of multiple sources of data demonstrating a lack of sufficient progress in response to scientific, evidence-based interventions in one or more of the academic areas listed above. Documentation of the intervention process should be accomplished through an intervention plan and progress monitoring data generated from the intervention process.

	<p>Indicators for Option 2: Additional Eligibility Indicators for Traditional Discrepancy Model The evaluation group must document, using assessments and procedures, a severe discrepancy between ability and achievement. Based upon individually administered assessments and other evaluation data reviewed, a severe discrepancy of 1.5 standard deviations exists between the full-scale intellectual ability score and the standard score from one or more of the eight areas listed under evaluation considerations for SLD. The LEA may choose to utilize the regression toward the mean method in determining the severe discrepancy using an “obtained” or “predicted” IQ score from the regression formula. The team must not use age equivalents, grade equivalents, or relative proficiency index (RPI), nor a single subtest score to determine a severe discrepancy.</p>
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Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Specific Learning Disability as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

- Primary
 Secondary
 Suspected
 Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Speech or Language Audit Form

Student: _____

Components of a Comprehensive Evaluation for SPEECH or LANGUAGE (P&P page 164)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Communication/ Language / Voice/ Fluency				Vision Evaluation
			Developmental (5 domains for preschool age DD only)				Hearing Evaluation
			Background (Cultural & Educational)				Academic Achievement (Past and Current)
			Observation (Classroom/Other setting)				Intellectual/Cognitive
			Vision Screening				Perceptual/Processing /Psychological
			Hearing Screening				Motor
							Social/Emotional
							Behavior/Adaptive Behavior
							Health/Medical
							Intervention Documentation
							Vocational

Speech or Language Impairment Definition: 34 C.F.R. § 300.8 Child with a disability.

(c)(11) Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 164.

Evident on MEEGS	Key Eligibility Indicators
	<p>A child may be eligible for special education services in the category of speech language impairment if, following a comprehensive evaluation; the child demonstrates impairment in one or more of the following areas: speech sound, fluency, voice, or language that negatively impacts the child’s ability to participate in the classroom environment. The presence of an adverse effect of the speech language impairment on the child’s progress in the curriculum, including social and/or emotional growth, must be documented in writing and used to assist in determining eligibility. Evidence that the communication impairment has an adverse effect on educational performance must be gathered and considered along with background information before a determination of eligibility can be made.</p>
	<p>When interpreting assessment data for a disability in the area of speech language impairment, it is recommended that 1.5 standard deviations (SD) below the population mean (approximately the 7th percentile, a Standard Score of 77 or below, when the mean is a standard score of 100) be used as the threshold level for establishing the presence of a disability. The individual eligibility group should determine how the student’s deficits impact adverse effects on education performance (some students who have scores fall 1.5 SD below the mean may not have evidence indicating the experience of an adverse effect on educational performance; and therefore, may not require specially designed instruction and consequently may not be determined eligible for special education services). This cutoff should be applied to composite scores of receptive and/or expressive measures, or to the overall test scores, rather than individual subtests. Eligibility should not be determined solely by comparing a composite or overall score to this cutoff level. The standard error of measurement (SEM) should be considered for the individual situation. When evaluating a student in the areas of articulation and phonology, SLPs should consider how the student performs in the school setting to determine their educational need and eligibility for specially designed instruction.</p>
	<p>For children to be determined eligible under the category of Developmental Delays with a Suspected Disability Category of Speech Language Impairment, a complete evaluation must be obtained to determine if the child also meets eligibility criteria for speech and language impairment.</p>
	<p>Language Impairment is characterized by impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the child’s ability to participate in the classroom environment. The impairment may involve, in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics) that is adversely affecting the child’s educational performance.</p>
	<p>The term “language impairment” does not include:</p> <ul style="list-style-type: none"> • Children who are in the normal stages of second language acquisition/learning and whose communication problems result from English being a secondary language unless it is also determined that they have a speech language impairment in their native/primary language. • Children who have regional, dialectic, and/or cultural differences. • Children who have auditory processing disorders not accompanied by language impairment. • Children who have anxiety disorders (e.g., selective mutism) unless it is also determined that they have a speech language impairment. There must be a documented speech language impairment that adversely affects the educational performance of these children to qualify for special education services.
	<p>The age and cognitive levels of the student, including the professional judgment of the SLP and the eligibility group should be considered.</p>

	<p>Fluency Impairment is the interruption in the flow of speech characterized by an atypical rate, or rhythm, and/or repetitions in sounds, syllables, words and phrases that significantly reduces the speaker’s ability to participate within the learning environment. Excessive tension, struggling behaviors and secondary characteristics may accompany fluency impairments. Secondary characteristics are defined as ritualistic behaviors or movements that accompany dysfluencies. Ritualistic behaviors may include avoidance of specific sounds in words. Fluency impairment includes disorders such as stuttering and cluttering. It does not include dysfluencies evident in only one setting or reported by one observer.</p>
	<p>Voice/Resonance Impairment is the interruption in one or more processes of pitch, quality, intensity, or resonance that significantly reduces the speaker’s ability to communicate effectively. Voice/Resonance impairment includes aphonia or the abnormal production of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual’s age and/or gender. The term voice/resonance impairment does not refer to:</p> <ul style="list-style-type: none"> • Anxiety disorders (e.g., selective mutism). • Differences that are the direct result of regional, dialectic, and/or cultural differences. • Differences related to medical issues not directly related to the vocal mechanism (e.g., laryngitis, allergies, asthma, laryngopharyngeal reflux (e.g., acid reflux of the throat, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse, neurological pathology). • Vocal impairments that are found to be the direct result of or symptom of a medical condition unless the impairment impacts the child’s performance in the educational environment and is amenable to improvement with therapeutic intervention.
	<p>An articulation/phonological disorder exists when:</p> <ul style="list-style-type: none"> • The disorder is exhibited by omissions, distortions, substitutions, or additions. • The articulation interferes with communication and calls attention to itself. • The disorder adversely affects educational or developmental performance.
	<p>An articulation/phonological disorder does not exist when:</p> <ul style="list-style-type: none"> • Physical structures (e.g., missing teeth, unrepaired cleft lip and/or palate) are the primary cause of the speech sound impairment. • Children who exhibit tongue thrust behavior without an associated speech sound impairment. • Differences are due to culture, bilingualism, or dialect, or from being non-English speaking. • There are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student’s age.
	<p>According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.</p>
	<p>Caution is necessary when evaluating a student whose native language is other than English. The acquisition of the English language is not to be mistaken as a language impairment.</p>

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately

addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Speech or Language Impairment as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Traumatic Brain Injury Audit Form

Student: _____

Components of a Comprehensive Evaluation for Traumatic Brain Injury (P&P page 170)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Health/Medical				Vision Evaluation
			Communication/Language				Hearing Evaluation
			Academic Achievement (Past and Current)				Motor
			Intellectual/Cognitive				Psychological
			Perceptual /Processing				Behavior
			Developmental				Assistive Technology
			Social/Emotional				Intervention Documentation
			Adaptive Behavior				Vocational
			Background (Cultural & Educational)				
			Observation (Classroom/Other Setting)				
			Vision Screening				
			Hearing screening				

Traumatic Brain Injury Definition: 34 C.F.R. § 300.8 Child with a disability.

(c)(12) Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that adversely affects a child’s educational performance. Traumatic brain injury applies to 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; psychosocial behavior; physical functions; information

processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital, degenerative or to brain injuries induced by birth trauma.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 170.

Evident on MEEGS	Key Eligibility Indicators
	An acquired brain injury caused by an external physical force that occurred after birth must be medically documented.
	The evaluation information must establish that total or partial functional disability or psychosocial impairment, or both, are due to the injury.
	Traumatic brain injury applies to open (penetration of the skull) 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, psychosocial behavior, physical functions, information processing, and speech.
	Traumatic brain injury does not apply to brain injuries that are congenital, degenerative or to brain injuries induced by birth trauma.
	The resulting impairment(s) adversely affects educational performance.
	According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Traumatic Brain Injury as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.

Visual Impairment Audit Form

Student: _____

Components of a Comprehensive Evaluation for VISUAL IMPAIRMENT including BLINDNESS (P&P page 174)							
REQUIRED				AS NEEDED			
Documented on RED	Need Parent Consent	Documented on MEEGS		Documented on RED	Need Parent Consent	Documented on MEEGS	
			Health /Medical				Hearing Evaluation
			Vision Evaluation				Motor
			Academic Achievement (Past and Current)				Communication/ Language
			Developmental				Intellectual/Cognitive
			Adaptive Behavior				Perceptual/Processing
			Background (Cultural & Educational)				Psychological
			Observation (Classroom/ Other Setting)				Social/Emotional
			Assistive Technology				Behavior
			Hearing Screening				Intervention Documentation
							Vocational

Visual Impairments including Blindness Definition: 34 C.F.R. § 300.-8 Child with a disability.

(c)(13) Visual impairment including blindness, means an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.

The purpose of the evaluation is to determine if the student meets sufficient key eligibility indicators to be identified as a student with a disability as defined by IDEA and State procedures and standards, as well as whether or not the student needs special education services under the IDEA due to the adverse impact the disability has on their education. Oklahoma Special Education Policy and Procedures page 174.

Evident on MEEGS	Key Eligibility Indicators
	<p>The vision examination must document that a student meets one or more of the following indicators, which adversely affect educational performance:</p> <ul style="list-style-type: none"> • Low Vision (visual acuity of 20/70 to 20/200 or less in the better eye after the best possible correction), • Legally Blind (visual acuity of 20/200 or field restriction of 20 degrees or less in the better eye after best possible correction), • Light Perception Only, • Totally Blind, • Cortical Visual Impairment – CVI, • Diagnosed Progressive Loss, • Documented Functional Vision Loss.
	<p>According to IDEA 34 C.F.R. § 300.306(b) Special Rule for Eligibility Determination: A child must not be determined a child with a disability if the determining factor is a lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate instruction in math; or limited English proficiency.</p>
	<p>The IEP team must consider any medical documentation in an eligibility determination.</p>

Summary of Eligibility Determination:

The MEEGS section titled “Summary of Eligibility Determination” should be used to provide a detailed summary of the current evaluation and demonstrate that the student meets sufficient key eligibility indicators for the identified category(ies) of disability. All qualified professionals who administered an assessment during the evaluation should contribute to the Summary of Eligibility Determination section of the MEEGS document. In the case of a student who does not meet the key eligibility criteria for specially designed instruction, the narrative should include how the student did not meet sufficient key eligibility indicators for the suspected disability categories described in the RED along with any educational needs that may be adequately addressed through general education services and accommodations. Oklahoma Special Education Policies and Procedures page 98.

Provide supporting information documented in the MEEGS to explain why the team identified Visual Impairment including Blindness as the primary, secondary, suspected, or concomitant disability.

Suspected Disabilities (Information on RED):

Determined eligible for:

Primary Secondary Suspected Concomitant

Summary of the data/information from MEEGS to support the eligible the primary, secondary, suspected, or concomitant disability.