

In Minnesota, a child meets eligibility for Early Childhood Special Education (ECSE) services through one of the following eligibility criteria:

Developmental Delay (3 to 6 years of age):

- 1) A child must meet one of the following to be determined eligible for Early Childhood Special Education services under Developmental Delay:

Has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay.

OR

Has a developmental delay of -1.5 standard deviations or more below the mean in 2 or more developmental areas when evaluated with standardized, norm-referenced evaluation instruments. The 5 areas are:

- Cognitive Development
- Communication Development
- Physical Development (including vision & hearing)
- Social or Emotional Development
- Adaptive Development

- 2) The Need for Special Education must be supported by ALL of the following:

- Documented Systematic Observation in child's daily routine setting by an appropriate professional.
- Developmental History
- At least one other evaluation procedure (e.g. criterion-referenced instrument, language sample, or curriculum-based measure)

OR

The Child may meet eligibility in one of the other 12 categorical disability areas:

- Autism Spectrum Disorder
- Blind or Visually Impaired
- Deaf-Blind
- Deaf & Hard of Hearing
- Developmental Cognitive Disability
- Emotional or Behavioral Disorders
- Other Health Disabilities
- Physically Impaired
- Severely Multiply Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury

## **Birth to 3 Infant & Toddler Eligibility**

A Child under the age of 3 years can meet eligibility for Infant & Toddler Intervention Services by meeting criteria in any of the above 13 categorical eligibility areas,

**OR**

### **Developmental Delay (Birth to age 3 years):**

A child must meet one of the following to be determined eligible for Infant & Toddler Intervention Services under Developmental Delay:

- Has a medically diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay (research indicates that 50% of children with such a condition evidence a significant developmental delay by kindergarten), regardless of whether the child has a demonstrated need or delay.

**OR**

- Has a delay of -1.5 standard deviations or more below the mean in at least one of the 5 developmental areas, as measured by appropriate diagnostic measures & procedures.