

## **CONFIRMATION OF A DEVELOPMENTAL DISABILITY FOR SERVICE ELIGIBILITY**

A developmental disability is defined in federal and state law as a severe and chronic disability attributable to a mental or physical impairment other than mental illness, manifested before age 22, likely to continue indefinitely, and resulting in substantial functional limitations in major life activities according to Ohio Revised Code 5123.01 and Federal Public Law 106-402.

To initiate the eligibility process through Perry County Board of Developmental Disabilities, a referral must be made to the Intake Department. An Intake Specialist assists individuals and guardians to obtain documentation to confirm a developmental disability. The individual or guardian must sign releases of information in order to obtain these records.

If a developmental disability is confirmed by fulfilling the requirements reviewed below, a functional evaluation will be scheduled. An Intake Specialist meets with the individual and others to administer a state mandated evaluation tool (C/OEDI) to assess the impact of the individual's disability on his/her functional abilities.

### **DOCUMENTATION REQUIRED TO CONFIRM A DIAGNOSIS**

#### **INTELLECTUAL DISABILITY**

1. A full psychological evaluation completed prior to age 22. The evaluation must:
  - Include IQ testing and adaptive behavior testing with a composite score
  - Be completed by or under the supervision of a qualified diagnostician
  - Incorporate clinically appropriate assessment tools related to the diagnosis
  - Demonstrate that diagnostic criteria were met and include a diagnosis
2. All previous psychological evaluations completed for the individual and other records that demonstrate a developmental pattern of an intellectual disability over time
3. Copies of any other evaluations that were completed for the individual
4. Academic records including the most recent Evaluation Team Reports and the most recent Individual Education Plan from the individual's current and previous schools
5. A list of all the individual's diagnoses

#### **AUTISM SPECTRUM DISORDERS**

1. A comprehensive evaluation completed prior to age 22 that confirms an Autism Spectrum Disorder or Asperger's Syndrome. This evaluation must:
  - Be completed by or under the supervision of a qualified diagnostician
  - Incorporate clinically appropriate assessment tools used to diagnose ASD (e.g. ADOS, ADI-R, or other gold standard assessment)
  - Demonstrate that diagnostic criteria were met
2. Copies of any other evaluations that were completed for the individual
3. Academic records including the most recent Evaluation Team Reports and the most recent Individual Education Plan from the individual's current and previous schools
4. A list of all the individual's diagnoses

#### **LEARNING DISABILITY**

1. A comprehensive evaluation by a qualified diagnostician, completed prior to age 22 that confirms a specific learning disability such as dyslexia. This evaluation must:
  - Be completed by or under the supervision of a qualified diagnostician
  - Incorporate clinically appropriate assessment tools related to the diagnosis
  - Demonstrate that diagnostic criteria were met

2. Copies of any other evaluations that were completed for the individual
3. Academic records including the most recent Evaluation Team Reports and the most recent Individual Education Plan from the individual's current and previous schools
4. A list of all the individual's diagnoses

### **MEDICAL DIAGNOSIS**

1. An evaluation completed by a qualified medical doctor prior to age 22 that includes conclusive testing appropriate to confirm a qualifying medical diagnosis that causes significant functional limitations. The evaluation must:
  - Be completed by or under the supervision of a qualified diagnostician
  - Incorporate clinically appropriate assessment tools related to the diagnosis
  - Demonstrate that diagnostic criteria were met
2. Copies of any other evaluations that were completed for the individual
3. A list of all the individual's diagnoses

### **SPEECH-LANGUAGE DISORDER**

1. A speech-language disorder, namely aphasia, dysphasia, dysfluency, expressive language disorder, mixed receptive expressive language disorder, phonological disorder and stuttering that is diagnosed in an evaluation completed by a qualified diagnostician such as a speech therapist or speech and language pathologist that is completed prior to age 22. The evaluation must:
  - Be completed by or under the supervision of a qualified diagnostician
  - Incorporate clinically appropriate assessment tools related to the diagnosis
  - Demonstrate that diagnostic criteria were met
2. Copies of any other evaluations that were completed for the individual
3. Academic records including the most recent Evaluation Team Reports and the most recent Individual Education Plan from the individual's current and previous schools
4. A list of all the individual's diagnoses

### **VISUAL IMPAIRMENT**

1. An optical evaluation completed prior to age 22 that meets the "operating standards for Ohio's schools serving children with disabilities" as established in Ohio Revised Code 3301-51-01 resulting in one of the following diagnoses:
  - A visual impairment not primarily perceptual in nature resulting in a measured visual acuity of 20/70 or poorer in the better eye with correction
  - A physical eye condition that affects visual functioning to the extent that special education placement, materials, or services are required in an educational setting
2. The optical evaluation must:
  - Be completed by or under the supervision of a qualified diagnostician
  - Incorporate clinically appropriate assessment tools related to the diagnosis
  - Demonstrate that diagnostic criteria were met
3. Copies of any other evaluations that were completed for the individual
4. A list of all the individual's diagnoses

## **HEARING IMPAIRMENT**

1. An auditory evaluation completed prior to age 22 that meets the standards established in Ohio Administrative Code 3301-51-06 and results in one of the following diagnoses:
  - An average pure tone hearing loss of 50 decibels or greater according to the American Speech Language Hearing Association Guidelines for the frequencies 500, 1000, and 2000 hertz in the better ear
  - An average pure tone hearing loss of 25 decibels or greater according to ASHA Guidelines for the frequencies 500, 1000, and 2000 hertz in the better ear which has an adverse effect on the child's educational performance with documentation of a more severe hearing loss during the developmental years, a history of chronic medical problems resulting in fluctuating hearing, or a delay in diagnosis, amplification, or special programming
  - A hearing loss of 25 decibels or greater according to the ASHA Guidelines for all the frequencies 1000 – 8000 hertz in the better ear that has an adverse effect on the child's educational performance.
2. The auditory evaluation must:
  - Be completed by or under the supervision of a qualified diagnostician
  - Incorporate clinically appropriate assessment tools related to the diagnosis
  - Demonstrate that diagnostic criteria were met
3. Copies of any other evaluations that were completed for the individual
4. A list of all the individual's diagnoses

## **ATTENTION DEFICIT HYPERACTIVITY DISORDER**

1. A comprehensive diagnostic evaluation completed prior to age 22. The evaluation must:
  - Be completed by or under the supervision of a qualified diagnostician
  - Incorporate clinically appropriate assessment tools related to ADHD (e.g. Conners Rating Scales, Child Behavior Checklist)
  - Demonstrate that diagnostic criteria were met
  - Demonstrate that a thorough differential diagnosis was completed to provide evidence that the presenting concerns are not better accounted for by another disorder
2. A recent evaluation by a psychologist or doctor qualified to diagnose ADHD if the comprehensive evaluation was done over three years ago
3. A description of the current ADHD symptoms that have been present for at least the last six months
4. Academic records including the most recent Evaluation Team Reports and the most recent Individual Education Plan from the individual's current and previous schools
5. Developmental history, family history, and medical history showing the evidence or impact of the developmental disability over time, beginning in childhood or early adolescence, that show symptoms present in two or more settings such as home and school
6. Copies of any other evaluations that were completed for the individual
7. A list of all the individual's diagnoses

## **FOR ALL OTHER DIAGNOSES**

1. A comprehensive evaluation completed prior to age 22 that confirms a developmental disability. This evaluation must:
  - Be completed by or under the supervision of a qualified diagnostician
  - Incorporate clinically appropriate assessment tools related to the diagnosis
  - Demonstrate that diagnostic criteria were met
  - Demonstrate that a thorough differential diagnosis was completed to provide evidence that the presenting concerns are not better accounted for by another disorder
2. Copies of any other evaluations that were completed for the individual

3. Academic records including the most recent Evaluation Team Reports and the most recent Individual Education Plan from the individual's current and previous schools
4. A list of all the individual's diagnoses