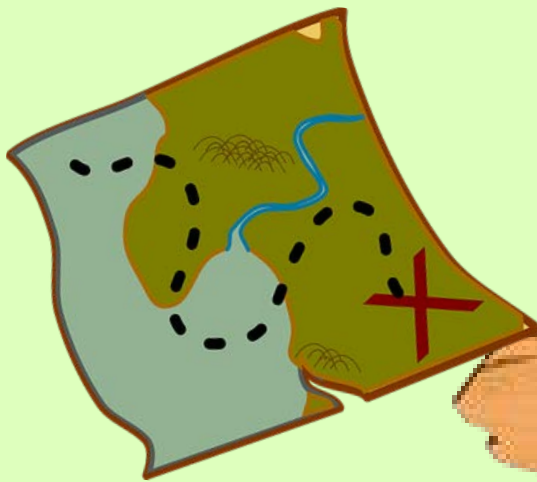


# **Developmental Delay What Comes Next: Finding Your Stride**

**Hawaii Department of Education  
Office of Student Support Services  
Exceptional Support Branch  
Special Education Section**



**DEFINITIONS**

**laws and regulations**

**DD criteria**

**Exclusionary  
criteria**





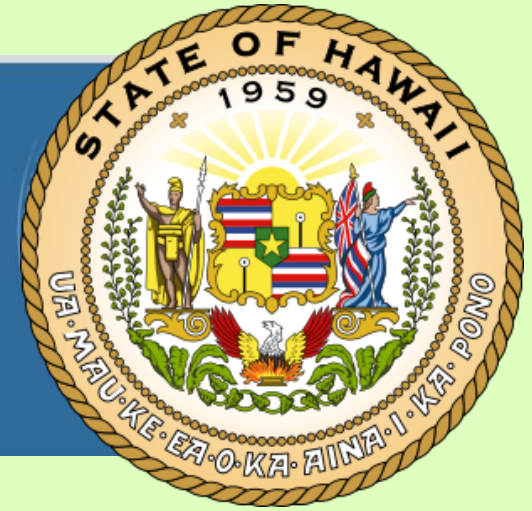
# WHAT IS DEVELOPMENTAL DELAY

Slow to meet or not reaching milestones in one or more of the areas of development in a way expected for the child's age



# IDEA

Individuals with Disabilities Education Act



- Law
- States & public agencies provide early intervention, special education & related services to children with disabilities

Hawaii Administrative Rules: Chapter 60

## Early Intervention Part C (DOH)



## School Age Part B (DOE)

✓ Services to eligible infants and toddlers from birth to age 3 & their families.

✓ Eligibility: Developmental delays and/or diagnosed medical condition w/ high probability of developmental delay §632(5)(A)).

✓ Multidisciplinary team, includes family to develop IFSP

✓ Focus: maximize family's ability to understand & care for their child's developmental needs

✓ Services to eligible children, ages 3-22

- Developmental Delay (3-5)
- Developmental Delay (6-8)

✓ Eligibility: Criteria used to determine if the child has a disability that is adversely impacting educational progress or ability to participate in age appropriate activities §8-60-31

✓ Qualified professionals, including parent(s) develops the IEP

✓ Focus: provision of a Free Appropriate Public Education (FAPE)



## **§1401. (3)(B)(i) Developmental Delay**

Child aged 3 through 9

Experiencing developmental delays as defined by the  
State

IDEA allows each state to use a definition of developmental delay

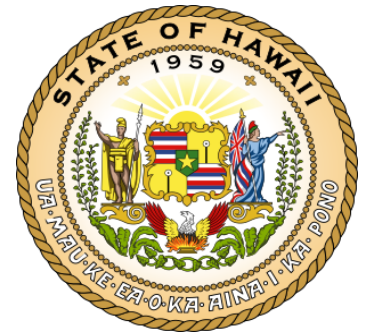
and

Use this definition with children three to nine years of age or a  
portion of this age range if they choose.

3-5 years



One (1) or more of  
the following



Motor development

Communication

Academic Development

Adaptive behavior



- Fine Motor
  - Cutting, scribbling
  - Using utensils
- Gross Motor
  - Running, jumping,
- Perceptual motor
  - Coordinating movements

## Motor



- Speech
  - Unfamiliar listeners understand the child
- Language
  - Talking about here and now
  - Vocabulary grows
  - Using sentences

## Communication



- Phonological Awareness
  - Sound of language-rhyming, singing
- Print Awareness
  - Meaning of print
- Alphabetic Knowledge
- Emergent Writing
- Oral Language

## Academic



- Social Emotional Skills
- Playing with others
- Following directions
- Adapting to change
- Toileting hygiene

## Adaptive Behavior





6-8 years



## Three of the five areas:

Motor development

Communication

Academic Development

Adaptive behavior

Cognition





- Fine
- Writing,
- Keyboarding
- Gross
- Skipping, hopping,
- Perceptual
- Copying
- Moving in the environment

## Motor



- Speech
- Speaking clearly to be understood
- Language
- Understanding spoken language
- Explaining events

## Communication



- Reading
- Writing
- Spelling
- Math
- Academic Language
- Explaining what you know
- Problem solving, reasoning

## Academic



- Social Emotional Skills
- Interacting & playing with others
- Following school rules
- Transitioning to new activities

## Adaptive Behavior



- Thinking
- Learning
- Remembering
- Applying experiences to learning
- Organizing
- Making decisions

## Cognition





# §80-60-36(b)(1) – Evaluation procedures

“(1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent

Observations

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Parent Interviews

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Checklists

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Developmental History

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Tests

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# IDEA & Ch. 60: Eligibility §8-60-36



# Exclusionary Clause § 60-41(3)

Lack of appropriate instruction in reading or math

Limited English Proficiency

Environmental or Economic Disadvantage

Cultural factors





**Thank you!**

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