

Ohio's Alternate Assessment Participation Decision-Making Tool

Background

To guide and support individualized education program (IEP) teams in determining whether a student is most appropriately assessed with an alternate assessment, the Ohio Department of Education, in consultation with parents, teachers, administrators and other stakeholders, has developed this Alternate Assessment Participation Decision-Making Tool.

In 2015, the Every Student Succeeds Act (ESSA) was signed into law and replaced and updated the No Child Left Behind Act (NCLB).¹ The purpose of ESSA "...is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."² As part of the assessment provisions of the ESSA, the law requires the vast majority of students take a state's general assessment at various grade levels, as this helps to measure educational progress.³ To help maintain a critical focus on educational equity and excellence for all students, only students with the most significant cognitive disabilities can take an alternate assessment aligned with alternate academic achievement standards.¹ ESSA limits the number of students who may take such assessments to 1% of all tested students in a given subject.¹

While many states have been able to meet the 1% limit, Ohio has far exceeded the 1% cap and consistently has one of the highest rates of students taking the alternate assessment in the country.⁴ Eventually, if Ohio cannot lower the rate of students taking the alternate assessment, the U.S. Department of Education could withhold Title I Part A State administrative funds.⁵

Instructions

Any year a student could participate in the state's general assessment and prior to a student participating in Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD), the IEP team must complete this tool.

This tool is divided into four parts, A through D. IEP teams must work through the document, starting with Part A. At the end of each part, the team should review if the student meets the criteria. If, after reviewing the information, a student does not meet the eligibility criteria in all parts, the student may not participate in Ohio's alternate assessment. All members of the IEP team must sign the decision-making tool. Please attach this completed form to the student's IEP.

Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP, [Evaluation Team Report](#) (ETR) and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment and the student's cumulative folder documenting supports and services.

¹ U.S. Department of Education: Every Student Succeeds Act: <https://www.ed.gov/essa?src=rn>

² Every Student Succeeds Act, 20 U.S.C. § 1001 (2015). <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

³ Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations (2017): <https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf>

⁴ NCEO Data Analytics: AA-AAS Participation Rate from 2007-08 to 2016-2017 (#12) (2020): https://tableau.ahc.umn.edu/t/ICl/views/AA-AAStrend0708-1617/Story1?iframeSizedToWindow=true&embed=y&showAppBanner=false&:display_count=no&:showVizHome=no






⁵ Rooney, P. & Ryder, R. (2019, March 28). *Information regarding consequences for states not meeting the requirement to assess not more than 1.0 percent of students on the alternate assessment* [Memorandum]. United States Department of Education, Office of Elementary and Secondary Education. <https://www2.ed.gov/admins/lead/account/saa/state1capconsequences19final.pdf>

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Student: _____ Grade: _____ Date: _____

Part A – Determining Initial Eligibility

Directions: Complete the first two questions to determine if the student may be eligible for participation in the alternate assessment.

1. Does the student have a current individualized education program (IEP)?		
<input type="checkbox"/> No, the student does not have an IEP.  <p>Stop here. The student is not eligible for alternate assessment.</p>	<input type="checkbox"/> Yes, the student has a current IEP.  <p>Proceed to the next statement.</p>	
2. Review the student's Individuals with Disabilities Education Act (IDEA) category .		
<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech or Language Impairment (only)  <p>Stop here. The student is not eligible for participation in the alternate assessment.</p>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deafness/Hearing Impairment <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Visual Impairment <p>A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and therefore rarely, if ever, qualify for the alternate assessment.</p>  <p>Proceed to Part B.</p>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Autism <input type="checkbox"/> Deaf-Blindness <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Traumatic Brain Injury <p>A student with any of these disabilities may have a cognitive disability. However, fewer than half the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.</p>  <p>Proceed to Part B.</p>

Part B – Determining if the Student has a Most Significant Cognitive Disability

Directions: Select the column in each of three [adaptive skills](#) domains (Conceptual, Social and Practical) that best describes the student’s daily functioning. After reviewing all available data, if the team still is struggling to decide between two columns, **presume competence** and select the column to the left (for example, if the team is trying to decide between Column 2 or Column 3, select Column 2).

Conceptual Domain			
The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student is on grade level academically in all content areas, and</p> <p>The student has age-appropriate receptive and expressive communication skills, including conversation skills (verbally or through a communication device), and</p> <p>The student expresses and makes independent choices, exhibits self-control and takes responsibility for choices at an age-appropriate level.</p>	<p>The student has difficulty learning academic content aligned to Ohio’s Learning Standards but is making progress with appropriate supports and interventions as specified in the IEP, and</p> <p>After learning new content, the student may need additional practice with direct instruction to generalize the new skills into daily living activities, and</p> <p>The student has some age-appropriate receptive and expressive communication skills (verbally or through a communication device), uses and understands simple, nonverbal communication and can follow simple, age-appropriate directions and routines with prompting, and</p> <p>The student may have been referred for an initial evaluation during elementary school due to academic difficulties.</p>	<p>The student has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention, accommodations or modifications, and</p> <p>The student may need instruction aligned to Ohio’s Learning Standards – Extended to build base skills to get back to grade level, and</p> <p>The student may struggle to generalize skills outside the classroom, even with assistance and practice, and</p> <p>The student has difficulty communicating wants, needs, thoughts and ideas but receptively understands messages, and</p> <p>The student struggles to follow directions and routines without significant assistance, and</p> <p>The student may have been referred for an evaluation in preschool or kindergarten based on developmental differences.</p>	<p>The student has significant difficulty with learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations for access, and</p> <p>The student requires significantly modified curriculum and instruction using Ohio’s Learning Standards – Extended and likely is unable to apply or generalize skills outside the classroom setting, and</p> <p>The student may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others. The student likely requires maximum adult assistance to communicate, and</p> <p>The student requires layers of supports (accommodations, scaffolding and assistive technologies) to follow directions and daily routine activities, and</p>

			The student was most likely identified with developmental delays as an infant or toddler and received early intervention services through the Help Me Grow/Birth-to-3 programs.
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Social Domain

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility and use leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving, following rules/obeying laws and avoiding being victimized.

Column 1 <input type="checkbox"/>	Column 2 <input type="checkbox"/>	Column 3 <input type="checkbox"/>	Column 4 <input type="checkbox"/>
<p>The student displays age-appropriate social, communication and leisure skills, and</p> <p>The student can initiate and maintain friendships, express and recognize emotions with peers who are the same age, and</p> <p>The student engages in play and recreational activities without additional support.</p>	<p>The student may have difficulty with social interactions (for example, may misinterpret peers' social cues or others may consider the student's actions as immature), and</p> <p>The student's communication, language and conversation skills are more concrete or immature than peers who are the same age, and</p> <p>The student may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults.</p>	<p>The student has social, behavior and communication skills markedly different from peers who are the same age, and</p> <p>The student is able to be understood but uses a mode for communication that is much less complex than peers who are the same age, and</p> <p>The student may use behaviors to communicate, and</p> <p>The student may not perceive or interpret social cues accurately, and</p> <p>The student often needs significant support to engage in social situations and/or use communication skills, and</p> <p>The student may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so.</p>	<p>The student often uses behaviors to communicate, and</p> <p>The student's communication skills are <i>very limited</i> in terms of vocabulary and grammar, and</p> <p>The student may be in the process of developing a mode of communication, may be described as nonverbal or uses very limited non-symbolic communication, and</p> <p>The student requires significant adult assistance to communicate with peers or adults and may require layers of support (simple speech, visuals, gestures, etc.) to communicate, and</p> <p>The student <i>may not yet</i> show understanding of symbolic communication with speech or gesture.</p>

Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom or work settings; and function in a school or community.

Column 1	Column 2	Column 3	Column 4
☐	☐	☐	☐
<p>The student is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age, and</p> <p>The student independently performs self-care activities such as eating, dressing and taking care of personal hygiene.</p>	<p>The student often functions age-appropriately in personal care daily living activities and using community resources, and</p> <p>The student displays recreational skills typically on the same level as peers, although some additional support may be needed, and</p> <p>The student may need support in navigating the school and community and may need reminders about being mindful of safety hazards.</p>	<p>The student may need support to care for personal needs (for example, eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas and may require prompting or cues, and</p> <p>The student often requires additional support and learning opportunities for recreational skills, and</p> <p>The student requires intensive support to safely navigate the school and community.</p>	<p>The student requires significant support and direct instruction across all activities of daily living (meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health and safety, and</p> <p>The student requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs. The student requires supervision at all times.</p>

Determining Most Significant Cognitive Disability: Students with a most significant cognitive disability will have significant deficits in ALL adaptive skills domains.

- ☐ The student's daily functioning skills **do not** align within column 4 of ALL three adaptive skills domains above.



Stop here. The student is not eligible for participation in the alternate assessment.

- ☐ The student's daily functioning skills align only within column 4 of ALL three adaptive skills domains above. The student has a most significant cognitive disability.



Proceed to Part C.

Part C – Determining if the student requires extensive direct individualized instruction aligned to Ohio’s Learning Standards – Extended and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Directions: Select the column that best describes the student’s curriculum, instruction, supports, accommodations, modifications and assistive technology needs. After reviewing all available data, if the team still is struggling to decide between two columns, **presume competence** and select the column to the left (for example, if the team is trying to decide between Column 2 or Column 3, select Column 2).

Curriculum, Instruction and Assessment: This section describes the student’s daily learning needs as outlined in the IEP.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student’s present levels of performance on the IEP indicates that skills are closely aligned with grade-level standards, concepts and skills with present-level data showing skill gaps represented within Ohio’s Learning Standards.</p>	<p>The student’s IEP includes annual goals and objectives aligned to Ohio’s Learning Standards and may include short-term learning objectives aligned to Ohio’s Learning Standards – Extended in prescriptive area(s) of data-determined need, and</p> <p>Instruction and assessment are aligned to grade-level targets that build in complexity from Ohio’s Learning Standards – Extended toward achievement of learning aligned to Ohio’s Learning Standards, and</p> <p>The student’s IEP requires Specially Designed Instruction that is standards-based and includes explicit instruction in all content areas on grade-level standards.</p>	<p>The student’s IEP includes goals and objectives that target modified grade-level standards within Ohio’s Learning Standards – Extended in the a-c range of complexities, and Instruction and assessments are aligned to modified grade-level targets within Ohio’s Learning Standards – Extended in the a-c range of complexities, and</p> <p>The student’s IEP requires Specially Designed Instruction that is standards-based and includes life-applied grade-level learning. The student requires both accommodations and modifications.</p>	<p>The student’s IEP includes present level of performance statements that align learner data with grade-level standards through Ohio’s Learning Standards – Extended, building the base skills and engagement skills, and</p> <p>Instruction and assessments are based on student data, likely showing skill gaps within the engagement zone as described in Ohio’s Learning Standards – Extended with Learning Progressions, and</p> <p>The student’s IEP requires Specially Designed Instruction that is standards-based and also includes life-applied grade-level learning; The student requires extensive accommodations and modifications.</p>

Accommodations/Modifications: This section describes the accommodations and modifications needed for the student to participate meaningfully in daily instructional and assessment activities.

Column 1	Column 2	Column 3	Column 4
☐	☐	☐	☐
<p>The student’s IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools and Designated Supports that are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student’s IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools, Designated Supports and Accommodations that are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student’s IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools, Designated Supports and Accommodations that are <i>provided during instruction and assessment</i> to support access, and</p> <p>The student requires additional individualized accommodations, modifications and scaffolds not allowed on Ohio's State Tests. These also are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student’s IEP outlines individualized supports, accommodations and modifications and materials beyond those that are presented in Ohio's Accessibility Manual to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor and/or sensory needs of the learner and provide the learner opportunities to show what he or she knows and can do.</p>

Assistive Technology: This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in **school, home, community and work** environments.

Note: The assistive technology box on the IEP should be a quick reference before taking a deeper look into the supports, services and testing accommodations section of the IEP. There are more than 10 domains of assistive technology IEP teams should consider.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student's IEP team has determined the student does not need any assistive technology.</p> <p>or</p> <p>The student had an assistive technology evaluation completed and it was determined that no assistive technology is required as indicated in the check box on the IEP.</p>	<p>The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student.</p> <p>or</p> <p>The student's IEP includes assistive technology in the Special Instructional Factors, Measurable Annual Goals, Specially Designed Services, and/or Statewide and District Testing as presented in the Assistive Technology Consideration in the IEP document and Ohio's Accessibility Manual.</p>	<p>The student's IEP outlines required assistive technology supports and services,</p> <p>and</p> <p>An assistive technology assessment was used or is in the process of being used to feature match individualized, assistive technology to support academic instruction, communication, daily living, seating/positioning, mobility, sensory and/or motor needs, etc.,</p> <p>and/or</p> <p>The student currently is learning to use or is independently using assistive technology as a scaffold to access learning in his or her environment.</p>	<p>The student's IEP describes complex physical, sensory or medical needs that require multiple assistive technology supports and services across most of the assistive technology domains. It may be challenging to determine access for the use of assistive technologies,</p> <p>and</p> <p>The student currently requires person-dependent supports or scaffolds that may be replaced with assistive technology once feature matching can be determined.</p>

Determining whether the student requires extensive, direct individualized instruction and substantial supports: The characteristics of students who qualify for the alternate assessment will only fall into columns 3 or 4.

- The student's characteristics in the columns above in Part C include some characteristics from columns 1 and 2.



Stop here. The student is not eligible for participation in the alternate assessment.

- The student's characteristics in the columns above in Part C are in Columns 3 or 4 only. The student requires extensive, direct individualized instruction with learning targets aligned to Ohio's Learning Standards – Extended and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.



Proceed to Part D.

Part D – Additional Considerations

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B and C. The decision to participate in the alternate assessment is NOT made based solely on any of the following considerations.

- Disability category, educational environment or instructional setting.
- Student’s instructional reading level is below grade level.
- Expected poor performance on the general education assessment.
- Administration decision or anticipated impact of student scores on the accountability system.
- Anticipated disruptive behavior or emotional duress if taking general assessments.
- Poor attendance or extended absences.
- The fact the student is an [English learner](#) or other social, cultural or economic differences.
- Need for accommodations (such as assistive technology or [augmentative and alternative communication](#)) to participate in the general assessment.

Based on the review of evidence in parts A, B and C and ensuring the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

___ Yes. The student meets all criteria in parts A, B and C and will participate in the alternate assessment.

___ No, the student does not meet all criteria in parts A, B and C and is not eligible for participation in the alternate assessment.

School District Representative (Name/Date) _____

Intervention Specialist (Name/Date) _____

General Education Teacher (Name/Date) _____

Parent/Guardian (Name/Date) _____

GLOSSARY

Accommodation: Changes made to *how* a student accesses learning content, communication, environments, materials or assessments. Testing accommodations are adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. Testing accommodations cannot change what is being measured.

Adaptive skills: Practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of oneself and interact with other people (American Association on Intellectual and Developmental Disabilities, 2017).

Assistive technology: An assistive technology device is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of that device (Individuals with Disabilities Education Act, 2004). Visit the [Assistive Technology & Accessible Educational Materials Center](#) for more information about assistive technology.

Assistive Technology Domains: There are thousands of assistive technology supports that might assist a student to access, participate and become more independent in a variety of school activities and tasks, including both low- and high-tech options. These supports are organized into more than 10 domains.

Assistive Technology Consideration in the IEP: Beginning with the reauthorization of IDEA in 1997, the IEP team is required to "consider" the assistive technology needs of every student receiving special education services. The Assistive Technology Considerations in the IEP document helps teams navigate this process.

Augmentative and alternative communication (AAC): Includes all forms of communication (other than speech) that are used to express thought, needs, wants and ideas (American Speech-Language-Hearing Association, 2017).

Building the Base Skills: Skills referenced within the Building the Base column of Ohio's Learning Standards – Extended with Learning Progressions documents. Base skills are foundational skills that contribute to the ability to demonstrate the target skills/concepts within a grade-level standard.

Designated supports: Within Ohio's statewide testing accessibility system, designated supports are features provided during testing that are not universally provided to all students but that do not require an IEP or 504 plan to be provided if these supports meet individual student needs.

Engagement zone: The engagement skills referenced within the Building the Base column of Ohio's Learning Standards – Extended with Learning Progressions documents. Engagement skills are present in all standards across all four subjects.

English Learner (EL): English learners are students whose primary or home language is other than English who need language assistance to effectively participate in school instructional programs.

Evaluation Team Report (ETR): The Evaluation Team Report is the summary of testing for the initial evaluation and/or reevaluation. The Evaluation Team Report drives the services in a student's IEP.

Feature match: Matching a learner's strengths and needs with features of tools, instructional methods or materials.

Modes for communication: Can include, but are not limited to, sign language, bilingualism, cued speech, verbal therapy, braille, assistive technology devices and written language.

Modification: Changes *what* a student is taught or expected to learn. Modifications to grade-level learning change the expectation to learn the full breadth and/or depth of content. Modifications during testing are changes in the standards being measured on the test or in the conditions in which a student takes the test that result in changes in what the assessment is designed to measure by reducing or changing the expectations for the student. Modifications are not permitted during state testing. The alternate assessment is a different assessment, both in content and expectation, it is not a modified assessment.

Ohio's Accessibility Manual: A comprehensive policy document providing information about the accessibility features of Ohio's State Tests for grades 3-8 and high school in English language arts, mathematics, science and social studies. The manual helps define the specific accessibility features available for all students, students with disabilities, students who are English learners and students who are English learners with disabilities. Ohio's Accessibility System features are made up of accommodations for students with disabilities and English learners, as well as other features including administrative considerations, universal tools and designated supports.

Ohio's Learning Standards: Learning standards explain the knowledge and skills Ohio students in prekindergarten through grade 12 need to have. Ohio's Learning Standards emphasize skills like critical thinking and problem-solving — qualities most sought by today's employers. Teaching students to apply these skills to what they are learning in school helps ensure sure they are on track to graduate from high school and enjoy success in college, careers and life.

Ohio's Learning Standards – Extended: Ohio's Learning Standards – Extended also are commonly known as “the extended standards.” These standards help ensure students with significant cognitive disabilities have multiple ways to learn and demonstrate knowledge. At the same time, the extended standards maintain the rigor and high expectations of Ohio's Learning Standards.

Ohio's Learning Standards – Extended with Learning Progressions: Learning standards provide targets for units of study, lessons and daily plans that drive instruction and assessment. A learning progression is a sequence of skills linked to a learning target that build base skills and engagement as learners make progress toward mastery of the standard or learning target.

Significant cognitive disability: Significant cognitive disability is not a disability category under the Individuals with Disabilities Education Act (IDEA). Students with a most significant cognitive disability are those students who meet all the criteria in Part B of this tool. Students are eligible to participate in the alternate assessment if they meet all of the criteria in sections A through D of this tool.

Specially Designed Instruction (SDI): Specially Designed Instruction is “...adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child's disability; and (ii) ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children” (34 CFR Sec. 300.39(b)(3)).

Universal tools: Features or preferences that are either built into the assessment system or provided externally by test administrators. Universal tools are available for all students taking Ohio's State Tests. Since these features are available for all students, they are not classified as accommodations.

IDEA Category Definitions as defined by the Ohio Operating Standards for the Education of Children with Disabilities. Please note in definitions of disability categories below that most categories typically do **NOT** include intellectual impairment and therefore will rarely align with the participation criteria for the alternate assessment.

- **“Autism”** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, 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 unusual responses to sensory experiences. (a) Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (B)(10)(d)(v) of this rule. (b) A child who manifests the characteristics of autism after age 3 could be identified as having autism if the criteria in paragraph (B)(10)(d)(i) of this rule are satisfied.

- **“Intellectual disability”** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.
 - (a) “Significantly subaverage general intellectual functioning” refers to an intelligence quotient of 70 or below as determined through a measure of cognitive functioning administered by a school psychologist or a qualified psychologist using a test designed for individual administration. Based on a standard error of measurement and clinical judgment, a child may be determined to have significant subaverage general intellectual functioning with an intelligence quotient not to exceed 75.
 - (b) “Deficits in adaptive behavior” means deficits in two or more applicable skill areas occurring within the context of the child’s environments and typical of the child’s chronological age peers.
 - (c) A child who was identified by an Ohio educational agency as having a developmental handicap prior to July 1, 2002, shall be considered a child with a disability if the child continues to meet the definition of “developmentally handicapped” in paragraph “N” of former rule 3301-51-01 of the Administrative Code and the eligibility requirements of paragraph “F.1” of former rule 3301-51-04 of the Administrative Code that are both contained in the “Rules for the Education of Handicapped Children,” which were effective July 1, 1982, and were rescinded July 1, 2002. A child who meets these provisions shall be eligible to receive special education and related services in accordance with the “Operating Standards for Ohio’s Schools Serving Children with Disabilities” effective July 1, 2008.
- **“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.
- **“Deafness”** means a hearing impairment that is so severe the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance.
- **“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. (f) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance under paragraph (B)(10)(d)(v) of this rule.
- **“Hearing impairment”** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but is not included under the definition of deafness in this rule.

- **“Multiple disabilities”** means concomitant impairments (such as intellectual disability blindness or intellectual disability orthopedic impairment), 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” does not include deaf-blindness.
- **“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: (a) 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 (b) adversely affects a child’s educational performance.
- **“Orthopedic impairment”** means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (for example, poliomyelitis, bone tuberculosis) and impairments from other causes (for example, cerebral palsy, amputations and fractures or burns that cause contractures).
- **Specific learning disability.** (a) 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 do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. (b) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural or economic disadvantage.
- **“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.
- **“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. The term 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. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
- **“Visual impairment,”** including blindness, means an impairment in vision that, even with correction, adversely affects a child’s educational performance.
 - (a) The term “visual impairment” includes both partial sight and blindness.
 - (b) The term “visual impairment” does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.