

Three-Prong Eligibility Determination

Guidance Document

To demonstrate eligibility for special education services, all three of the three-prong test must be met and documented. The eligibility report documents each of the following criteria:

- **Prong 1:** The student has a disability according to the established Idaho criteria;
- **Prong 2:** The student's condition adversely affects educational performance; and
- **Prong 3:** The student needs specially designed instruction.

Prong 1

Evaluation Team Assessment Summary/ Background Summary (for reevaluations)

This section is where the information gathered from multiple sources will be summarized and synthesized to demonstrate that there is evidence to support the team's decision.



Question to be addressed:

Initial Evaluation: Does the student meet the state criteria for 1 of the 15 categories?

Include brief summary of information gathered and assessments completed. Indicate what information meets specific eligibility criteria. Standard scores can be included. However, it is important that the summary provides a cohesive explanation that is parent-friendly and coherent. It is also important to ensure that any information included in the summary is described previously in the results; this is NOT the place to introduce new information. It is not necessary to include a reiteration or list of the specific criteria for the eligibility category being presented. The goal is to provide a general description that helps the reader understand the justification being provided by the team.

- On a reevaluation, has the student previously met the state criteria (could be from a sufficiency review) in one of the 15 categories?

With reevaluations, it is presumed that the initial eligibility process was valid and that the disability remains unless there are data that indicate otherwise, including evidence of a change in the student's ability to benefit from the general education curriculum without the need for specially designed instruction. The focus of the triennial reevaluation process and meeting is on existing student-centered data, such as ongoing assessments of progress and focused/diagnostic assessment that answers specific questions related to the child's learning. Important considerations and determinations include sufficiency of response to instruction/intervention provided; the degree to which the current special education services are meeting the individual student needs; and any indicated changes to instruction and services. The team should also consider whether additional assessments are necessary for it to make informed decisions regarding the individual student needs.

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Adverse Impact/Adverse Effect of the Student's Disability on his or her educational performance:

1. Does the disability impede the student's progress such that the student's educational (more broadly defined than academics) performance is significantly and consistently below similar age peers preventing him or her from benefitting from general education?
2. How are those characteristics of the student's disability evidenced in his or her general education performance? In other words, on which specific skill area(s) is the adverse effect of the disability experienced?
3. Describe *how* the disability impacts academic performance and/or social interactions and/or independent functioning and/or learning behaviors etc.? (How does the student perform in the general education curriculum and environment based on data collected from observations, work samples, CBM's, discipline records, etc.)

Remember:



If the student is performing well in conjunction with existing support from special education, describe how the team has established that removal of current supports and services would adversely impact the student's performance. This can include a history of adverse impact when those services were not provided. Students should not be denied services to prove adverse impact.

Need for Specially Designed Instruction:

1. Does the student require special education to meet state standards?
2. *How* does the content, methodology, or delivery of instruction need to be adapted to meet the student's unique needs that result from the disability?
3. In other words, what specialized instruction does the student need to address the areas identified in the adverse impact section? Consider the following needs:
 - Instructional Needs (i.e., direct/explicit instruction in reading, social skills, life skills, organization)?
 - Environmental Needs (i.e., reduced distraction, smaller group)
 - Curricular Needs (i.e., modified content, functional curriculum)
 - Instructional Delivery Needs (i.e., slower pace, simplified vocabulary, repetition, guided practice)
 - Behavioral needs (i.e. coping strategies, social skills, problem-solving skills)

Remember:



- Special education is a service, not a place.
- This description should lead to individualized goals.

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Following are some selected well-written statements. These have come from actual reports on individual students and are provided as examples of how statements should be tailored to a child's specific disability characteristics and unique needs. They are not intended to be a generic example for identified categories.



Emotional Disturbance

Adverse Impact Statement:

STUDENT'S mood and anxiety significantly interfere with his cognitive processes such that he is not able to think, reason, remember and problem solve at a level that would be expected given his generally low average cognitive skills. As a result, he is unable to concentrate, focus and participate appropriately in the learning activities in the general education setting with general education curriculum.

Need for Specially Designed Instruction Statement:



Due to debilitating symptoms of depression, STUDENT requires a highly supportive environment where his emotional safety and security needs can be met. STUDENT needs explicit, specially designed instruction to help develop appropriate goal-directed behavior. Specifically, he needs support to plan, prioritize and independently complete assignments in the general education setting. STUDENT would benefit from simplified one-step directions with a high amount of structure and minimal distractions. STUDENT needs remediation and specially designed instruction in the academic areas of reading comprehension and written expression. STUDENT would benefit from simplified, pre-taught vocabulary and re-teaching of prefix and suffix meaning and use, guided previewing and predicting text and supported strategies to help him organize his thoughts (i.e., graphic organizer)



Health Impairment

Adverse Impact Statement:



STUDENT's diabetes has a significant negative impact on her health and general functioning. Though her blood sugar levels are more stable than in the past, she continues to experience fluctuations that limit her ability to attend school and participate with energy and vigor in her classes and assigned activities. In addition, STUDENT exhibits limitations in executive function and visual attention that result in difficulties with organization and management of her day-to-day assignments and task completion.

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Need for Specially Designed Instruction Statement:

Due to the effects of diabetes as well as deficits in the area of Executive Functioning, STUDENT requires specially designed instruction in the area of organization/general academic management. The effects of STUDENT's diabetes can cause her to have excessive absences and miss instruction, which causes her to fall behind in the general curriculum. STUDENT requires specially designed instruction in the area of academic organization/management to be successful in the general education setting. She specifically requires one-on-one or small group assistance to help her develop a system to independently track, complete and turn in assignments on time so that she can maintain passing grades in her classes. Due to on-going issues related to her diabetes and executive functioning deficits STUDENT may also need general academic support. STUDENT can also benefit from having assignments shortened and/or reduced, missed concepts retaught, and having large assignments broken into smaller chunks, with designated check-ins to monitor progress as well as a weekly binder and grade checks in Study Skills.



Autism/Intellectual Disability

Adverse Impact Statement:

STUDENT's social and communication deficits functionally limit his social relationships. While peers are kind and helpful to him, STUDENT has not developed any meaningful friendships (does engage in parallel play/communication with highly familiar peers). Outside of family, adult relationships are often by manufactured by extrinsic rewards.

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While STUDENT has many foundational academic skills, he does not consistently/willingly demonstrate them. Even when work is at his instructional level and adapted to his needs, he is unable to initiate, persist, and generalize. STUDENT's inability to identify and solve problems impacts his ability to problem solve everyday situations at school. STUDENT exhibits a need to create patterns/designs or persevere on items of interest (bugs/small items within reach) which interfere with his learning and overall academic progress.

Need for Specially Designed Instruction Statement:

STUDENT requires specially designed instruction in the area of academics (including reading, reading comprehension, writing, and math) and adaptive skills (including social, independence, and communication skills). STUDENT needs structure, visual cues, minimal distractions and small group instruction to enable him to learn necessary foundational skills. At this time, he is unable to work independently, even when the task is at his instructional level. He, therefore, requires small group instruction in a less stimulating setting to establish an environment where STUDENT can attend to learning and be given individualized

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attention and prompts to complete work. He needs the opportunity to have access to direct and immediate corrective feedback to minimize confusions, as well as multiple chances for reviewing, re-teaching, and practice, in order to consolidate the skills he is learning. STUDENT requires specially designed instruction in the area of communication and pragmatics including understanding inferences, identifying problems and solutions to problems and staying on topic during structured tasks so that he can become more independent in his social communication skills within the classroom setting.



Re-evaluation (SLD)

Background Summary:

STUDENT is a 6th-grade student who has been on an IEP under the category of SLD since 3rd grade. Before that, she received special education services under the eligibility category of DD. A review of previous evaluations indicated that STUDENT demonstrated below average crystallized intelligence and short-term memory skills, with average to high average abilities in all other areas assessed. She also displayed significant delays in her acquisition of basic reading skills, reading comprehension and written expression. She has received direct instruction in English language arts through the resource program. She has also been supported in her general education classroom both through push-in services from special education staff and accommodations and modifications provided by her general education teachers. With all of these supports and services, STUDENT has maintained passing, though modified, grades in language arts. However, she continues to perform at the below basic to basic level on state standardized assessments, and curriculum-based measures. In other content areas, such as math and science, STUDENT has consistently earned As and Bs, with accommodations to support her reading and writing within those classes.

Based on a review of her past and current performance, no additional assessments were completed as part of this reevaluation. STUDENT continues to exhibit a specific learning disability in the areas of reading and written expression.

Adverse Impact Statement:

STUDENT's deficits in crystallized knowledge and short-term memory impact her ability to develop her vocabulary, which directly affects her ability to comprehend what she is reading and the rate and accuracy in which she reads it. As a result, STUDENT is likely to have difficulties making inferences, accurately answering comprehension questions and decoding unfamiliar multi-syllabic words. This also impacts her ability to express her knowledge in writing by limiting her ability to remember what she intends to write while also remembering to use appropriate terminology, organization, and basic mechanics of writing (i.e., spelling

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capitalization, and punctuation).

Need for Specially Designed Instruction Statement:

STUDENT requires specially designed, direct instruction in a small group or one-on-one setting in the area of basic reading skills and comprehension, particularly in the area of vocabulary development, to access the general education curriculum. She needs specific remediation in the area of vocabulary development and reading comprehension with instruction in strategies to learn unfamiliar vocabulary and comprehend what she is reading to help her accommodate for her short-term memory deficits. This will enable STUDENT to comprehend and benefit from the material she is reading in the general education setting.

STUDENT also requires support in the general education classroom in the use of appropriate writing strategies such as paragraph webs, graphic organizers, and editing supports such as spell check and grammar check.
