

DIAGNOSTIC REPORTING FORM

Attention: Diagnostic Provider

This information will be kept confidential and will be used to enhance this child's development. Please be as specific as you can.

Name of child _____

Age _____

Name _____

DOB _____

Position Area Manager

Head Start Agency: South Central Child Development, Inc.
401 Walnut Street SW
Wagner, SD 57380

Note: Diagnostician fills in this section.

Name of Diagnostician _____

Position _____

Agency Name _____

Address _____

Phone Number _____

Categorical Diagnosis (This information is used for reporting purposes only)

I, _____, indicate that according to my professional
(Diagnostician's name, please print)

judgment, this child qualified for special services and meets the statutory requirements of the following handicapping conditions. (Please see attached definitions.) Please check the appropriate blank(s).

Child was diagnosed on ____ / ____ / ____.

Primary diagnosis for child with a disability in Head Start (please check primary diagnosis only):

- Health Impairment
- Emotional/Behavioral Disorders
- Speech or Language Impairments
- Mental Retardation
- Hearing Impairment including Deafness
- Orthopedic Impairment
- Visual Impairment including Blindness
- Learning Disabilities
- Autism
- Traumatic Brain Injury
- Other Impairments/Developmental Delay

Signed

Date

**ELIGIBILITY CRITERIA
FOR A DISABILITY CATEGORY IN HEAD START (45-CFR 1308)**

HEALTH IMPAIRMENT

The Health impairment classification may include, but is not limited to cancer, some neurological disorders, rheumatic fever, severe asthma, uncontrolled seizure disorders, heart conditions, lead poisoning, diabetes, AIDS, blood disorders, including hemophilia, sickle cell anemia, cystic fibrosis, heart disease and attention deficit disorder. This category includes medically fragile children such as ventilator dependent children. The health impairment must adversely affect a child's learning.

EMOTIONAL/BEHAVIORAL DISORDERS

An emotional/behavioral disorder is a condition in which a child's behavioral or emotional responses are so different from those of the generally accepted, age-appropriate norms of children with the same ethnic or cultural background as to result in significant impairment in social relationships, self-care, educational progress or classroom behavior.

SPEECH OR LANGUAGE IMPAIRMENT

Speech or language impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child's learning.

MENTAL RETARDATION

A child is classified as mentally retarded who exhibits significantly sub-average intellectual functioning and exhibits deficits in adaptive behavior, which adversely affect learning. Adaptive behavior refers to age-appropriate coping with the demands of the environment through independent skills in self-care, communication, and play.

HEARING IMPAIRMENT INCLUDING DEAFNESS

A child is classified as hard of hearing who has a permanent or fluctuating hearing impairment, which adversely affects learning; or meets the legal criteria's for being hard of hearing established by the State of residence.

A child is classified as deaf if a hearing impairment exists which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, and learning is affected.

ORTHOPEDIC IMPAIRMENT

A child is classified as having an orthopedic impairment if the condition is severe enough to adversely affect a child's learning. An orthopedic impairment involves muscles, bones, or joints and is characterized by impaired ability to maneuver in educational or non-educational settings, to perform fine or gross motor activities, or to perform self-help skills and by adversely affected educational performance. An orthopedic impairment includes, but is not limited to, spina bifida, cerebral palsy, loss of or deformed limbs, contractures caused by burns, arthritis, or muscular dystrophy.

VISUAL IMPAIRMENT INCLUDING BLINDNESS

A child is classified as visually impaired when visual impairment, with correction, adversely affects a child's learning the term includes both blind and partially seeing children. A child is visually impaired if the vision loss meets the definition of legal blindness in the State of residence.

LEARNING DISABILITIES

A child is classified as having a learning disability who has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak or, for preschool age children, acquire the precursor skills for reading, writing, spelling or doing mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, and aphasia.

AUTISM

A child is classified as having autism when the child has a developmental disability that significantly affects verbal and non-verbal communication and social interaction, that is generally evident before age three (3) and that adversely affects educational performance.

TRAUMATIC BRAIN INJURY

A child is classified as having traumatic brain injury whose injuries are caused by an external physical force, or by an internal occurrence such as stroke or aneurysm, with resulting impairments that adversely affect educational performance. The term includes children with open or closed head injuries, but does not include children with brain injuries that are congenital or degenerative or caused by birth trauma.

OTHER IMPAIRMENTS/DEVELOPMENTAL DELAY

Children ages three (3) to five (5) inclusive, who are experiencing developmental delays, as defined by their State and measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who by reason thereof need special education and related services may receive services as children with disabilities in Head Start Program.

Children who are classified as deaf-blind, whose concomitant hearing and visual impairments cause such severe communication and other developmental problems that they cannot be accommodated in special education programs solely for deaf or blind children are eligible for services under this category.

Children classified as having multiple disabilities whose concomitant impairments (such as mental retardation and blindness), in combination, cause such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments are eligible for services under this category. The term does not include deaf-blind children, for record keeping purposes.

Attachment 34 C.F.F. Part 300