



The following slides provide guidance on the eligibility category, definition, and criteria for “child with a Multiple Disabilities” in Colorado public schools.

These slides may also be found within the Comprehensive Overview Training PowerPoint, which provides guidance on every eligibility category.

If these slides are used as a self-standing training tool, it is recommended that they be supplemented with the posted slides specific to the HB11-1277 Overview, which can be found at: http://www.cde.state.co.us/cdesped/Training_ECEAEligibility.asp

The HB11-1277 Overview slides will detail the history and timelines of implementation of the new eligibility categories, definitions, and criteria.

Together We Can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares all students for success in a globally competitive world.

Multiple Disabilities

- The following slides have been vetted internally within the Colorado Department of Education for training purposes of the definition and eligibility criteria for Multiple Disabilities.
- If you make any changes to these slides, please acknowledge that they are different from this vetted product and may no longer represent the viewpoint of the CDE.

Eligibility Checklist for Multiple Disabilities

- It is recommended that the following training slides be used in conjunction with the post-HB11-1277 Eligibility Checklist for a Child with Multiple Disabilities, which can be found at:

http://www.cde.state.co.us/cdesped/IEP_Forms.asp

MULTIPLE DISABILITIES

Multiple Disabilities

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If there are any questions about the definition and eligibility criteria for Multiple Disabilities, please be in contact with Gina Quintana at quintana_g@cde.state.co.us or (303) 866-6605.

If there are any questions about whether a specific child meets the established criteria for Multiple Disabilities, please be in contact with the administrative unit's Special Education Director.

2.08 (5) A child with Multiple Disabilities shall have two or more areas of significant impairment, one of which shall be an Intellectual Disability. The other areas of impairment include: Orthopedic Impairment; Multiple Disabilities; Hearing Impairment, Including Deafness; Speech or Language Impairment; Serious Emotional Disability; Autism Spectrum Disorders; Traumatic Brain Injury; or Other Health Impaired. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of severe educational needs which prevent the child from receiving reasonable educational benefit from general education.

2.08 (5) (a) In order to be eligible as a child with multiple disabilities, the child must satisfy all eligibility criteria for each

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The next slide also includes the exact wording of a Child with a Multiple Disabilities eligibility criteria that are in the current *Rules for the Administration of the Exceptional Children's Educational Act 1 CCR 301-8* .

Changes in the definition include the each of the new category names.

individual disability, as described in these Rules.

Documentation for each identified eligibility category must be included.

2.08 (5) (b) The Multiple Disabilities, as described in section 2.08(5) above, prevents the child from receiving reasonable educational benefit from general education such that the child exhibits two or more of the following:

2.08 (5) (b) (i) Inability to comprehend and utilize instructional information.

2.08 (5) (b) (ii) Inability to communicate efficiently and effectively.

2.08 (5) (b) (iii) Inability to demonstrate problem solving skills when such information is presented in a traditional academic curriculum.

2.08 (5) (b) (iv) Inability to generalize skills consistently.

To Be Eligible as a Child with Multiple Disabilities

- **When an educational team identifies a child with multiple disabilities, the determination of eligibility criteria in each disability category identified must be met and the appropriate Eligibility Checklist included in the IEP.**
 - For example, if a child has an intellectual disability (ID) and a hearing impairment, including deafness (HID), he or she must meet criteria for each ID and HID and the Determination of Eligibility form/checklist for each included in the IEP, along with the Multiple Disabilities form.
- **A child MUST qualify for eligibility under intellectual disability in order to be considered as a child with multiple disabilities.**

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To learn more about the eligibility category, definition, and criteria for Intellectual Disability (ID) and any other qualifying eligibility category, definition, and criteria, please review the Eligibility Training slides found at:

http://www.cde.state.co.us/cdesped/Training_ECEAEligibility.asp

Specially Designed Instruction

- “Specially Designed Instruction” means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the child's unique needs resulting from the disability and ensuring the child's access to the general curriculum so that he or she can meet the educational standards that apply to all children within jurisdiction of the public agency. 34 CFR 300.39 (b)(3).
- It involves providing instruction that is different from that provided to children without disabilities, based upon the eligible child's unique needs.

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To qualify as a child with Multiple Disabilities, there must be evidence that the child cannot receive reasonable educational benefit from general education without specially designed instruction.

(MD): The Child Cannot Receive REB from General Education

The Multiple Disabilities, prevents the child from receiving reasonable educational benefit from general education, as evidenced by two or more of the following criteria:

- Inability to comprehend and utilize instructional information; **and/or**
- Inability to communicate efficiently and effectively; **and/or**
- Inability to demonstrate problem solving skills when such information is presented in a traditional academic curriculum; **and/or**
- Inability to generalize skills consistently.

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Reasonable Educational Benefit = **REB**

To qualify as a child with Multiple Disabilities, there must be evidence that the child cannot receive reasonable educational benefit from general education without specially designed instruction. The specially designed instruction may involve training on the use of specialized equipment.

Each of these were components of the previous criteria of Multiple Disabilities. For the new definition they have been refined and clearly described. This criteria is to assist educational teams determine whether or not a student meets the eligibility criteria for Multiple Disabilities based on the student's educational needs which prevent the child from receiving reasonable educational benefit from general education alone.

A body of evidence should include data / artifacts or other proof that the student meets two or more of the criteria.

To Be Eligible as MD, the Child Must Meet All Three Conditions

- 1. Must have two or more areas of significant impairment, one of which must be Intellectual Disability, and meet the eligibility criteria for each.**
- 2. Must meet two of the four identified factors of educational need.**
- 3. The condition must create a need for specially designed instruction.**

Thank You!

