**Research-based Interventions and Eligibility for Special Education**

**Purpose**

With the revision of the Individuals with Disabilities Education Improvement Act in 2004 and the approval of the North Carolina Department of Public Instruction’s *Policies Governing Services for Children with Disabilities* in November 2007, research-based interventions are now required prior to determining eligibility for special education and related services in some areas of disability. In addition, a child must not be determined to be a child with a disability if the determination is based on a lack of appropriate instruction in reading, including the essential components of reading instructions as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA), lack of appropriate instruction in math, or limited English proficiency. This document has been prepared to assist school staff in finding and implementing research-based interventions for students who may have a disability. If the interventions are successful without specialized instruction, conditions, adaptations or significant modifications, the student can be educated in the general curriculum and the IEP Team may not find the student eligible for special education and related services.

**Required Screenings and Evaluations NC 1503-2.5(d)**

Prior to determining eligibility in the areas of Serious Emotional Disability, Intellectual Disability (if there is no previous diagnosis of an intellectual disability), Other Health Impairment, Specific Learning Disability, and Traumatic Brain Injury research-based interventions must be used and the results documented.

Serious Emotional Disability (SED or ED): Two scientific research-based interventions to address behavioral/emotional skill deficiency and documentation of the results of the interventions, including progress monitoring documentation.

Intellectual Disability (ID): When there is no previous diagnosis of an intellectual disability, two research-based interventions to address academic and/or functional skill deficiencies and documentation of the results of the interventions, including progress monitoring documentation.

Other Health Impairment (OHI): Two research-based interventions to address academic and/or behavioral skill deficiencies and documentation of the results of the interventions, including progress monitoring documentation.

Specific Learning Disability (SLD): Two research-based interventions to address academic skill deficiencies and documentation of the results of the interventions, including progress monitoring documentation.

Traumatic Brain Injury (TBI): Two research-based interventions to address academic and/or behavioral skill deficiencies and documentation of the results of the interventions,

including progress monitoring documentation. This may be waived for students who have been medically diagnosed with TBI and who have received medical and/or rehabilitative services in a medical or rehabilitation program or setting within the previous twelve months.

**Research-based Interventions**

Research-based interventions are strategies, teaching methodologies and supports that have been shown through one or more valid research studies to help a student improve academic, behavioral/emotional or functional skills. The interventions used prior to determining eligibility for special education and related services must be designed to address the skill deficiency of the particular individual student. Multiple sites on the web have information about research-based interventions.