

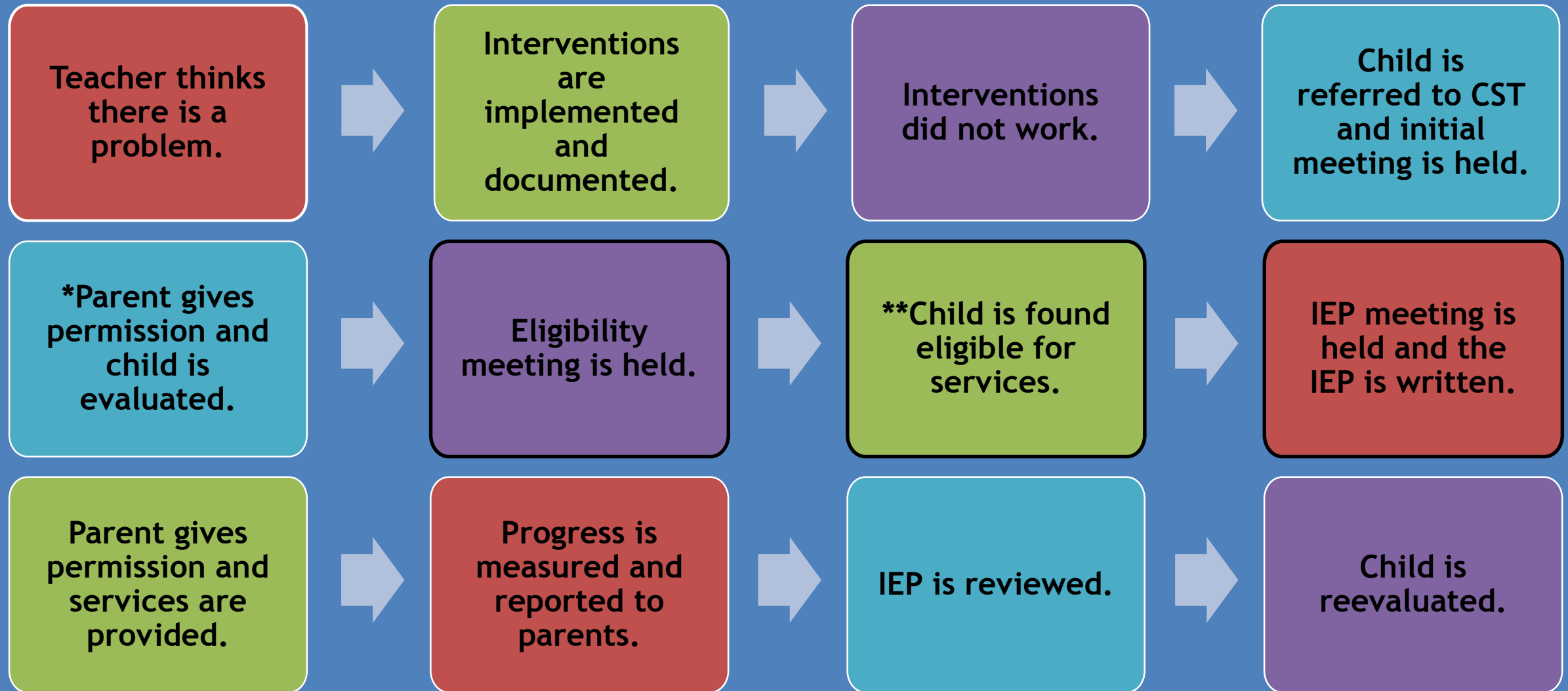
All About Eligibility & Disability Categories

Presented by: Kristin Patterson-Maas & Joy Durham

Purpose of Today's Session

- List the special education disability categories defined by the Individuals with Disabilities Education Act (IDEA);
- List the special education disability categories defined by the New Jersey Special Education Code (N.J.A.C. 6A:14);
- Define each special education disability category under N.J.A.C. 6A:14 and the criteria to qualify under each category; and
- List and discuss common characteristics of students who qualify under each disability category.
- Provide instructional strategies teachers can utilize for each disability category.

The Special Education Process



Who must attend the Eligibility Meeting?

Any ELIGIBILITY meeting must include the following participants:

- The parent;
- A teacher who is knowledgeable about the child's educational performance or, if there is no teacher who is knowledgeable about the child's educational performance, a teacher who is knowledgeable about the district's programs;
- The child, where appropriate;
- At least one child study team member who participated in the evaluation;
- The Case Manager;
- Other appropriate individuals at the discretion of the parent or school district; and
- For an initial eligibility meeting, certified school personnel referring the child as potentially having a disability, or the school principal or designee if they choose to participate.

Purpose of Eligibility Meeting

The purpose of the ELIGIBILITY meeting is to:

- Determine whether the child is eligible for special education and related services;
- The Case Manager will review evaluation results and the IEP team will answer all questions the parent may have; and
- The Case Manager will discuss the rationale for determination of eligibility or non-eligibility.

Eligibility

Child is eligible for special education and related services if:

1. It is determined that the student has one or more of the disability categories; AND
2. The disability adversely affects the student's educational performance; AND
3. The student is in need of special education and related services.

What If Parent Disagrees with Eligibility Decision?

- A parent has the right to disagree with the evaluation results that informed the team's decision about eligibility.
- The parent must request mediation or a due process hearing within 15 days from receipt of the written notice of ???.

Disability Category Activity!

1. Break into Groups of 3 or 4.
2. You will receive sentence strips with the special education disability categories under the IDEA and NJAC.
3. Draw a straight line down the center of your chart paper.
4. On one side of the paper, write “IDEA” and on the other side of the paper, write “NJAC”.
5. Work with your group members to determine which disability categories fit under the IDEA and which disability categories fit under NJAC.
6. Use the sentence strips and glue sticks to record your answers.

Federal (IDEA) Disability Categories

Autism	Deaf-Blindness	Deafness	Emotional Disturbance	Hearing Impairment
Intellectual Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability
	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	

New Jersey (N.J.A.C.) Disability Categories

Auditorily
Impaired

Autistic

Intellectually
Disabled

Communication
Impaired

Emotionally
Disturbed

Multiply
Disabled

Deaf/Blindness

Orthopedically
Impaired

Other Health
Impaired

Preschool Child
with a Disability

Social
Maladjustment

Specific
Learning
Disability

Traumatic Brain
Injury

Visually
Impaired

All About Disability Categories Activity!

1. Remain in your Cohort groups.
2. Kristin & Joy will provide each group with one N.J.A.C. disability category.
3. Work with your group to consider the following based on the disability category you were assigned:
 - a. What are the eligibility requirements (include evaluation requirements)?
 - b. Challenges that the student may face.
 - c. List instructional strategies that can be used by teachers.
4. Use the chart paper to record your answers.

1) Auditorily Impaired

Corresponds to the IDEA eligibility category “hearing impairment”.

An inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms by “deafness” or “hearing impairment”.

An audiological evaluation by a specialist qualified in the field of audiology and a speech and language evaluation by a certified speech-language specialist are required.

Auditorily Impaired (Deaf)- Educational Implications

Challenges

- Learning by lectures
- Participating in classroom discussions
- Giving oral presentations
- Note Taking

Instructional Strategies

- Provide student with note-taker
- Priority seating close to the teacher to read lips
- Use PowerPoint presentations to accompany lectures
- Text to speech assistive technology
- Extra time to complete assignments

2) Autistic

A pervasive developmental disability which significantly impacts verbal and nonverbal communication and social interaction that adversely affects a student's educational performance.

General characteristics include:

- 1) Engagement in repetitive activities and stereotyped movements;
- 2) Resistance to environmental change or change in daily routine;
- 3) Unusual responses to sensory experiences; and
- 4) Lack of responsiveness to others.

A child who manifests the characteristics of autism after age three may be classified as autistic if the criteria above are met.

An assessment by a certified speech-language specialist and an assessment by an physician trained in neurodevelopmental assessment are required.

Autistic- Educational Implications

Challenges

- Difficulty following directions
- Difficulty communicating
- Disinterest in classroom activity
- Disruptive behavioral problems

Instructional Strategies

- Provide visual cues to reiterate instructions.
- Use of Assistive Technology devices
- Repetition and reinforcement to generalize skills and build competence faster.
- Understand who motivates a particular student and embed preferred activities as much as possible.

3) Intellectually Disabled

A disability that is characterized by significantly below average cognitive functioning existing concurrently with deficits in adaptive behavior.

Manifested during the developmental period that adversely affects a student's educational performance.

Two key components:
1) A student's IQ
2) His or her capability to function independently (referred to as "adaptive behavior")

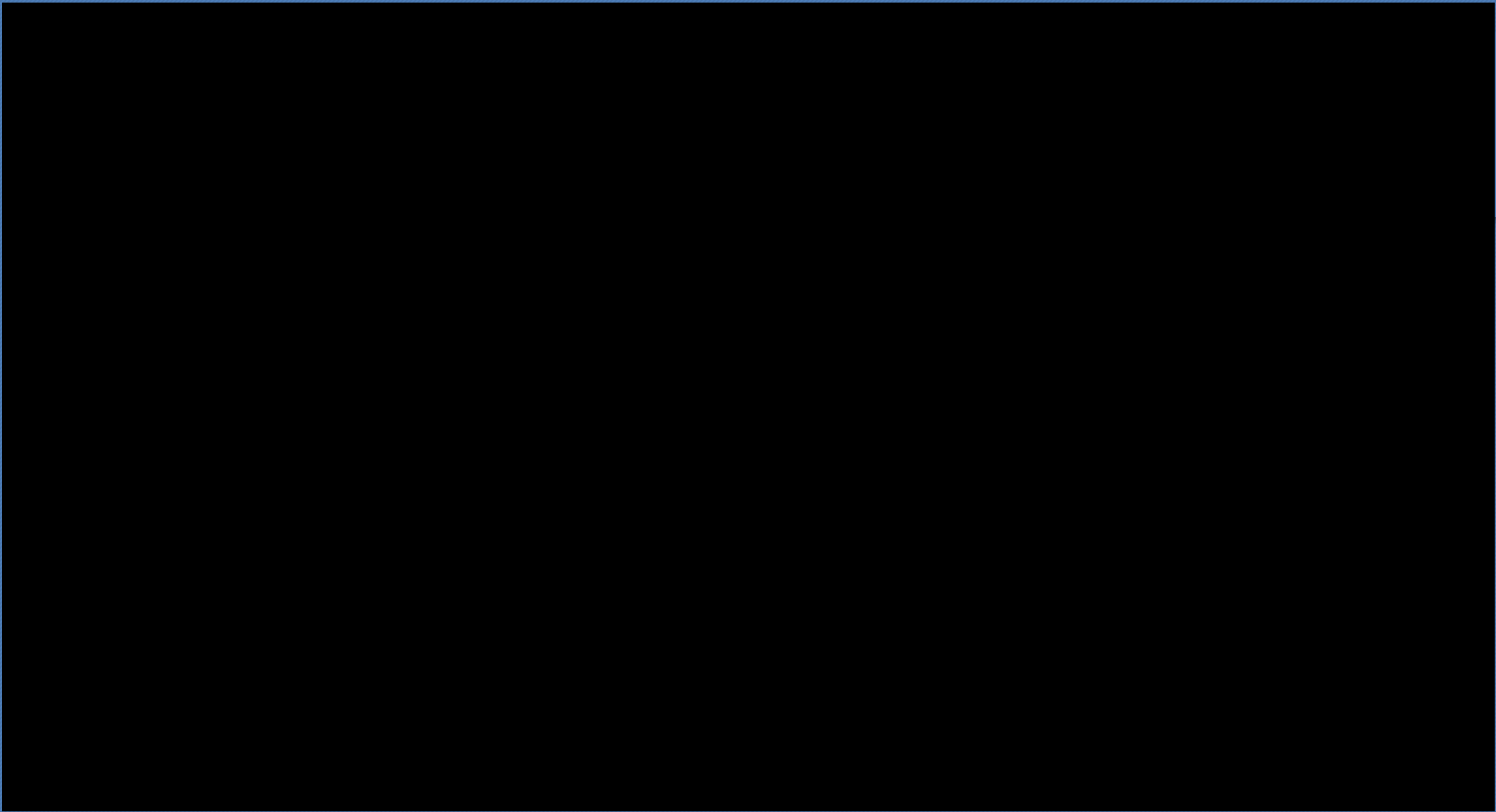
There are three levels associated with the Intellectually Disabled category:

- Mild Intellectual Disability
- Moderate Intellectual Disability
- Severe Intellectual Disability

Rosa's Law

The disability category “mental retardation” was changed to “Intellectual Disability” by federal law known as **Rosa's Law (PUBLIC LAW 111-256—OCT. 5, 2010)** .





Intellectually Disabled- Educational Implications

Challenges

- Trouble understanding new concepts
- Inappropriate behavior
- Limited vocabulary
- Difficulty accomplishing complex tasks
- Difficulty with daily living tasks

Instructional Strategies

- Accompany verbal instruction with additional cues.
- Divide tasks into small steps.
- Give immediate feedback to student when performing a step correctly.
- Become aware of the unique skill sets the student possesses and suggest related activities.

4) Communication Impaired

A language disorder in the areas of morphology, syntax, semantics and/or pragmatics/discourse which adversely affects a student's educational performance and is not due primarily to an auditory impairment.

Shall be demonstrated through a functional assessment of language in other than a testing situation and performance below 1.5 standard deviations or the 10th percentile on at least two standardized language tests (one of which shall be a comprehensive test of both receptive and expressive language).

A language disorder in the areas of morphology, syntax, semantics and/or pragmatics/discourse which adversely affects a student's educational performance and is not due primarily to an auditory impairment.

Communication Impaired Educational Implications

Challenges

- Subjects of grammar, spelling and vocabulary.
- Taking notes while listening to class lectures.
- Participating in classroom discussions.
- Processing information and instructions
- Following a sequence of instructions

Instructional Strategies

- Keep instructions brief and uncomplicated.
- Present lesson information in a visual format.
- Use more than one way to demonstrate or explain information.
- Face the class when speaking.

5) Emotionally Disturbed

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 student's educational performance due to:

- An inability to learn that cannot be explained by intellectual, sensory or health factors;

- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

- A general pervasive mood of unhappiness or depression; or

- A tendency to develop physical symptoms or fears associated with personal or school problems.

- Inappropriate types of behaviors or feelings under normal circumstances;

Emotionally Disabled Educational Implications

Challenges

- Appropriate self-expression
- Following directions
- Difficulty maintaining boundaries
- Staying in designated areas.

Instructional Strategies

- Provide structure and clear expectations
- Create a Behavior Intervention Plan (BIP)
- Define boundaries as “at an arm’s length”
- Clearly define offensive language
- Use journaling for self-expression

6) Multiply Disabled

Corresponds to “multiply handicapped” and “multiple disabilities”.

The presence of two or more disabling conditions, the combination of which causes severe educational needs that they cannot be accommodated in a program designed solely to address one of the impairments.

The existence of two disabling conditions **ALONE** (emphasis added) shall not serve as a basis for a classification of multiply disabled.

Eligibility for speech-language services shall not be one of the disabling conditions for classification based on the definition of “multiply disabled”.

Multiply Disabled Educational Implications

Challenges

- Finding a setting suitable to the child's academic ability level
- A child's ability to effectively communicate with teachers, staff and peers
- A student's capability to function in the classroom
- Assessing and compensating for visual or hearing impairments

Instructional Strategies

- Assistive technology and text-to-speech technologies
- Priority seating
- Alternative textbooks (braille, audio, etc.)

7) Deaf/Blindness

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Deaf/Blindness does not necessarily mean complete hearing and visual loss. A student can have some degree of loss in BOTH (emphasis added) vision and hearing.

Deaf/Blindness- Educational Implications

Challenges

- Communication/language development
- Movement and motor development
- Cognitive development and the ability to learn
- Emotional/social development
- Body image and self-concept

Instructional Strategies

- Individuals who are deaf/blind will often need touch in order for them to be sure that their partner shares their focus of attention
- Exploring objects should be done in a "nondirective" way, allowing the individual who is deafblind to have control
- Allow time for the student to respond

8) Orthopedically Impaired

Corresponds to
“orthopedically
handicapped”.

A disability
characterized by
a severe
orthopedic
impairment that
adversely affects
a student’s
educational
performance.

Includes
malformation,
malfunction or
loss of bones,
muscle or
tissue.

A medical
assessment
documenting
the orthopedic
condition is
required.

Orthopedically Challenged- Educational Implications

Challenges

- Difficulty maneuvering around the classroom
- Difficulty navigating school hallways
- Communicating effectively

Instructional Strategies

- Be mindful of mobility devices when arranging classroom furniture and assigning seats.
- Create a bathroom/break schedule to eliminate excessive walking back and forth.
- Use Assistive Technology.

9) Other Health Impaired

Corresponds to
“chronically ill”.

A disability characterized by having limited strength, vitality or alertness, including a heightened alertness with respect to the educational environment.

Due to chronic or acute health problems, such as ADD or ADHD, a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or any other medical condition, such as Tourette Syndrome, that adversely affects a student's educational performance.

A medical assessment documenting the health problem is required.

Other Health Impaired- (ADHD)

Educational Implications

Challenges

- Difficulty focusing on task at hand.
- Easily distracted by stimuli others may not notice.
- Difficulty following through on instructions and organizing tasks.
- Fidgeting with hands or feet or squirming in their seat.

Instructional Strategies

- Provide an advance organizer (prepare students for what they will learn).
- Simplify instructions, choices and scheduling.
- Expressly state needed materials for the lesson.
- Review previous lessons (reminders).
- Give praise immediately when student meets expectations.

10) Preschool Child with a Disability

Corresponds to “preschool handicapped” and means a child between the ages of three and five.

Has an identified disabling condition, including vision or hearing, that adversely affects learning or development and who requires special education and related services.

Preschool with a Disability- Educational Implications

Challenges

- Difficulty attending to task at hand.
- Language and sensory delays.
- Increased dependence on teacher or paraprofessional.

Instructional Strategies

- Consistently modeling desired behaviors.
- Visual cues (picture cards).
- Progress tracker.
- Communicating with student's parent to learn more about routines at home.

11) Social Maladjustment

A consistent inability to conform to the standards for behavior established by the school.

Such behavior is seriously disruptive to the education of the student or other students and is not due to emotional disturbance.

Social Maladjustment- Educational Implications

Challenges

- Lack of motivation/interest in school.
- Self-centered, impulsive and irresponsible behavior.
- Low frustration tolerance.
- Rejection of authority and discipline.
- Lack of empathy for others.

Instructional Strategies

- Create social contracts with student.
- Create behavioral contracts with student.
- Help students establish positive peer relationships.
- Establish a connection between current curriculum and student's life to create relevance.

12) Specific Learning Disability

Corresponds to
“perceptually
impaired”.

A disorder in
one or more of
the basic
psychological
processes
involved in
understanding
or using
language,
spoken or
written.

May manifest
itself in an
imperfect
ability to
listen, think,
speak, read,
write, spell or
to do
mathematical
calculations.

Includes
conditions
such as
perceptual
disabilities,
brain injury,
minimal brain
dysfunction,
dyslexia and
developmental
aphasia.

Evaluation
shall include
assessment of
current
academic
achievement
and
intellectual
ability.

12) Specific Learning Disability (Cont'd)

A specific learning disability can be determined when a severe discrepancy* is found between the student's current achievement & intellectual ability in one or more of the following areas: (1) basic reading skills, (2) reading comprehension, (3) oral expression, (4) listening comprehension, (5) mathematical calculation, (6) mathematical problem solving, (7) written expression; and (8) reading fluency.

The term discrepancy does not apply to students who have problems that are primarily the result of visual, hearing or motor disabilities, general cognitive deficits, emotional disturbance or environmental, cultural or economic disadvantage.

Specific Learning Disability- Educational Implications

Challenges

- Difficulty reading aloud.
- Poor reading comprehension.
- Struggling to write papers and essays.

Instructional Strategies

- Partial outlines
- Graphic organizers
- Use of highlighters

13) Traumatic Brain Injury

Corresponds to
“neurologically
impaired”.

An acquired injury to
the brain caused by an
external physical force
or insult to the brain,
resulting in total or
partial functional
disability or
psychosocial
impairment, or both.

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.

Traumatic Brain Injury- Educational Implications

Challenges

- Difficulty taking tests and exams
- Problems with following complex directions
- Difficulty learning new skills
- May have motor or motor-planning difficulties

Instructional Strategies

- Take the time to get to know each child as an individual
- Extra time to complete tasks
- Break down complex directions into smaller steps
- Provide directions in writing
- Provide student with a day planner to track assignments

14) Visually Impaired

Corresponds to “visually handicapped”.

An impairment in vision that, even with correction, adversely affects a student’s educational performance.

The term includes both partial sight AND blindness (emphasis added).

An assessment by a specialist qualified to determine visual disability is required.

Students with visual impairments shall be reported to the Commission for the Blind and Visually Impaired.

Visually Impaired- Educational Implications

Challenges

- Safely maneuvering around the classroom
- Conceptualizing objects
- Reading
- Operating standard educational tools such as calculators and word processing software

Instructional Strategies

- Sensory learning
- Assistive technology
- Large print books and braille books

Materials Needed to Present

- ✓ Copy of the All About Eligibility & Disability Categories PowerPoint
- ✓ N.J.A.C. Disability Categories Activity Cards
- ✓ Rosa's Law Handout