

Special Education Eligibility



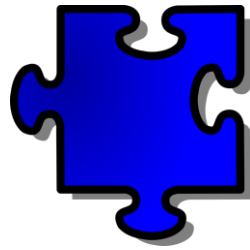
Types of Disabilities

I Am Not Your Inspiration



Stella Young

Autism



A developmental disability significantly affecting verbal and nonverbal communication and social interaction. The term shall have the meaning given it in federal law at 34 CFR 300.7.

Federal Definition:

(i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section.

(ii) A child who manifests the characteristics of "autism" after age 3 could be diagnosed as having "autism" if the criteria in paragraph (c)(1)(i) of this section are satisfied.

Autism in the Classroom

Short video clip explains characteristics of students with Autism

<https://youtu.be/MKfzDZPTdW4>

Ideas for supporting students with Autism

https://www.superduperinc.com/handouts/pdf/134_AutismintheClassroom.pdf

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Developmental Delay

The learning capacity of a young child (3-9 years old) is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: receptive and/or expressive language; cognitive abilities; physical functioning; social, emotional, or adaptive functioning; and/or self-help skills.



Developmental Delay in the Classroom

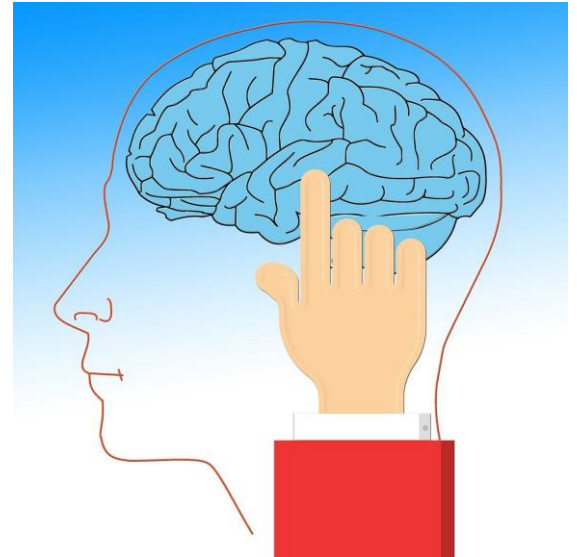
Students identified with Developmental Delay require an environment that will promote growth across all developmental areas: physical, communication, cognition, social emotional

Students can only be found eligible for Special Education with a Developmental Delay until age 9.

http://do2learn.com/disabilities/CharacteristicsAndStrategies/DevelopmentalDelay_Strategies.html

Intellectual

The permanent capacity for performing cognitive tasks, functions, or problem solving is significantly limited or impaired and is exhibited by more than one of the following: a slower rate of learning; disorganized patterns of learning; difficulty with adaptive behavior; and/or difficulty understanding abstract concepts. Such term shall include students with mental retardation.



Intellectual Disability in the classroom

Students with Intellectual Disability:

Downs Syndrome, Fragile X Syndrome, Prader-Willie Syndrome, Fetal Alcohol Syndrome

http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html

Sensory: Hearing, Vision, Deaf/Blind

The term shall include the following:

- 1 **Hearing** - The capacity to hear, with amplification, is limited, impaired, or absent and results in one or more of the following: reduced performance in hearing acuity tasks; difficulty with oral communication; and/or difficulty in understanding auditorally-presented information in the education environment. The term includes students who are deaf and students who are hard-of-hearing.
- 2 **Vision** - The capacity to see, after correction, is limited, impaired, or absent and results in one or more of the following: reduced performance in visual acuity tasks; difficulty with written communication; and/or difficulty with understanding information presented visually in the education environment. The term includes students who are blind and students with limited vision.
- 3 **Deaf-Blind** - Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs.



Sensory Hearing, Vision, Deaf/Blind in the Classroom

Deaf and Hard of Hearing

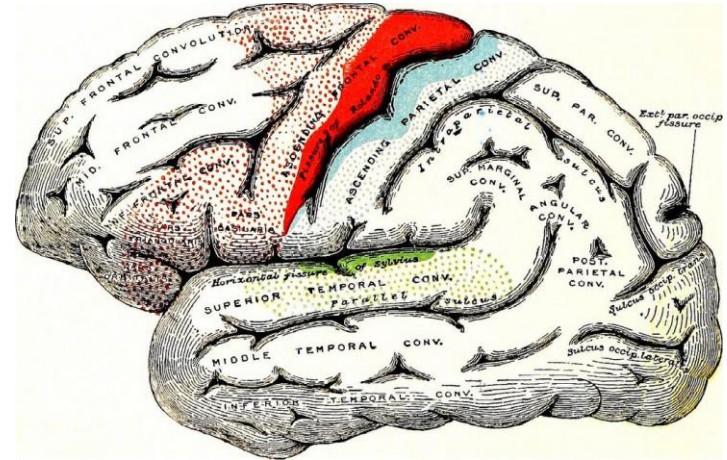
https://www.handsandvoices.org/pdf/IEP_Checklist.pdf

Vision

http://www.pathstoliteracy.org/sites/pathstoliteracy.perkinsdev1.org/files/uploaded-files/Effective%20Classroom%20Adaptations_CEC_2001.pdf

Neurological

The capacity of the nervous system is limited or impaired with difficulties exhibited in one or more of the following areas: the use of memory, the control and use of cognitive functioning, sensory and motor skills, speech, language, organizational skills, information processing, affect, social skills, or basic life functions. The term includes students who have received a traumatic brain injury.



Neurological in the Classroom

Cerebral Palsy, Epilepsy, Traumatic Brain Disorder, Spina Bifida, Multiple Sclerosis

DESE Definition



Emotional

As defined under federal law at 34 CFR §300.7, the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: 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; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The determination of disability shall not be made solely because the student's behavior violates the school's discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the Team determines that the student has a serious emotional disturbance.



Emotional Disability in the Classroom

- anxiety disorders;
- bipolar disorder (sometimes called manic-depression);
- conduct disorders;
- eating disorders;
- obsessive-compulsive disorder (OCD); and.
- psychotic disorders.
- Oppositional defiant disorder
- Reactive attachment disorder

Characteristics:

- Difficulty with relationships
- Misperceptions of the world around them
- Low self esteem, high stress points



Disney Princess and Emotional Disability



Communication

The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language. The term may include a student with impaired articulation, stuttering, language impairment, or voice impairment if such impairment adversely affects the student's educational performance.



Communication Disability in the Classroom

<https://youtu.be/m-RAAoi3cU4>

Do not judge or make fun of students language

Be positive and encourage language

Speak in pleasant and welcoming tones in language that can be modeled

Be accepting and kind

Physical

The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing basic life functions. The term shall include severe orthopedic impairments or impairments caused by congenital anomaly, cerebral palsy, amputations, and fractures if such impairment adversely affects a student's educational performance.



Physical Disability in the Classroom

- Physical Setting is accessible
- Students have appropriate equipment



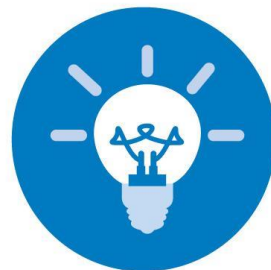
Specific Learning

The term shall have the meaning given in federal law at 34 C.F.R. §§300.7 and 300.541.

Federal Definition:

Specific learning disability is defined as follows:

- (i) General. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- (ii) Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage



Specific Learning in the Classroom

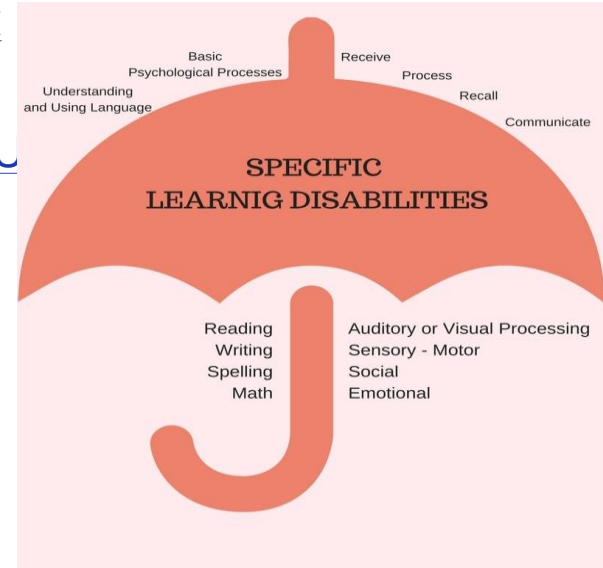
<https://www.youtube.com/watch?v=F9SxijF8VRc>

<https://www.youtube.com/watch?v=DjmM2fZYmgk>

<https://www.youtube.com/watch?v=9y6ATsA9MWU>

<https://www.youtube.com/watch?v=YUIJyIMz134>

<https://www.youtube.com/watch?v=A1l-RWaUxM4>



Health

A chronic or acute health problem such that the physiological capacity to function is significantly limited or impaired and results in one or more of the following:
limited strength, vitality or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment. The term shall include health impairments due to asthma, attention deficit disorder or attention deficit with hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, if such health impairment adversely affects a student's educational performance.



Health Disability in the Classroom

- Most common is ADHD

<https://youtu.be/oN8scEX8pN8>



https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedsread

<https://www.facebook.com/Upworthy/videos/1125589420815248/>



Students are our Champions!!!