

PORTER COUNTY EDUCATION SERVICES ~ Preschool Assessment

AREAS OF SPECIAL EDUCATION ELIGIBILITY

What is Article 7?

- 511 IAC 7-32 through 49, commonly referred to "Article 7," contains Indiana's special education rules. Article 7. Eligibility for special education under Article 7 requires that the student's educational performance has to be adversely affected by any disability area. According to Article 7, "Adversely affects educational performance means that a student's disability has a consistent and significant negative impact on the student's academic achievement; or functional performance; or both the student's academic achievement and functional performance".

After your child's 2-day evaluation has been completed, the preschool multidisciplinary team will present their opinion regarding eligibility for special education services, based on the following - available school history, teacher reports, parent reports, medical information, academic achievement data, intervention data, cognitive assessment, rating scales, classroom observations, social/emotional assessment, and Article 7 guidelines. Students may meet Article 7 guidelines for the following eligibility areas including:

BLIND/LOW VISION

"Blind or Low Vision," which may be referred to as a visual impairment, means a disability that even with best correction affects the student's ability to use vision for learning, which adversely affects the student's educational performance. The term: includes a reduced ability or a complete inability to utilize the visual system to acquire information; and may include or be limited to a reduction in field of vision.

MULTIPLE DISABILITIES

"Multiple Disabilities" means coexisting disabilities, one of which must be a significant cognitive disability. The coexisting disabilities are lifelong and interfere with independent functioning, and it is difficult to determine which disability most adversely affects educational performance. The term does not include deaf-blind.

ORTHOPEDIC IMPAIRMENT

An "Orthopedic Impairment" is a severe physically disabling condition that adversely affects education performance. Term may include impairments caused by any of the following: a congenital abnormality, a disease, such as poliomyelitis or bone tuberculosis, or other causes such as cerebral palsy, amputations, or fractures or burns that cause contractures.

DEAF OR HARD OF HEARING

"Deaf or Hard of Hearing," which may be referred to as a hearing impairment, means the following:

1. A disability that, with or without amplification, adversely affects the students: ability to use hearing for developing language and learning, educational performance and developmental progress.
2. The hearing loss may be: permanent or fluctuating, mild to profound, or unilateral or bilateral.
3. Students who are deaf or hard of hearing may use: spoken language, sign language, or a combination of spoken language and signed systems.

LANGUAGE OR SPEECH IMPAIRMENT

A "Language Impairment" or "Speech Impairment" is characterized by one of the following impairments that adversely affects the student's educational performance:

1. Language impairments in the comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are non-maturational in nature. Language impairments affect the student's primary language systems in one or more of the following components: word retrieval, phonology, morphology, syntax, semantics, or pragmatics.
2. Speech impairments that may include fluency, articulation, and voice disorders in the student's speaking behavior in more than one speaking task that are non-maturational in nature, including speech impairments that are the result of a deficiency of structure and function of the oral peripheral mechanism.

DEVELOPMENTAL DELAY

A "Developmental Delay" is a disability category solely for students who are at least 3 years of age and not more than 9 years of age. Developmental delay means a delay of either a 2 standard deviation (30% delay) below the mean in one of the following developmental areas or 1.5 standard deviations (20% delay) below the mean in any two of the following developmental areas: gross or fine motor developmental, cognitive development, receptive or expressive language development, social or emotional development, self-help or other adaptive development.

EMOTIONAL DISABILITY

An "Emotional Disability" means an inability to learn or progress that cannot be explained by cognitive, sensory, or health factors. The child would need to exhibit one of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: a tendency to develop physical symptoms or fears associated with personal or school problems; a general pervasive mood of unhappiness or depression; an inability to build or maintain satisfactory interpersonal relationships; inappropriate behaviors or feelings under normal circumstances; episodes of psychosis.

SPECIFIC LEARNING DISABILITY

A "Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that adversely affect the student's' educational performance, including conditions referred to, or previously referred to, as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. As follows, a specific learning disability:

1. Manifests itself when the student does not achieve adequately for the student's age or to meet state approved grade level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the student's age or state approved grade level standards: Reading, Written Expression, Math, Oral Expression, Listening Comprehension.
2. It can be evidenced through either of the following: insufficient progress to meet age or state approved grade level standards in one or more of the areas identified when using a process based on the students response to scientific, research based intervention; A pattern of strengths and weaknesses in performance or achievement or both.
3. Does not include learning problems that are primarily the result of any of the following: A visual, hearing, or motor disability, a cognitive disability, an emotional disability, cultural factors, environmental or economic disadvantage, limited English proficiency, lack of appropriate instruction in reading or math evidenced by the following: Data demonstrating that prior to and part of, the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel; data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.

OTHER HEALTH IMPAIRMENT

An “Other Health Impairment” means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to a chronic health problem (such as: asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome) and adversely affects a student’s educational performance.

INTELLECTUAL DISABILITY

An “Intellectual Disability” is manifested during the developmental period; is characterized by significant limitations in cognitive functioning; is demonstrated through limitations in adaptive behavior; and adversely affects educational performance.

A student with a **mild** intellectual disability has cognitive functioning that generally: falls within 2 standard deviations below the mean; and manifests in delays in adaptive behaviors consistent with a mild intellectual disability.

As student with a **moderate** intellectual disability has cognitive functioning that generally: falls within 3 standard deviations below the mean; and manifests in delays in adaptive behaviors consistent with a moderate intellectual disability.

As student with a **severe** intellectual disability has cognitive functioning that generally: falls within 4 standard deviations below the mean; and manifests in delays in adaptive behaviors consistent with a severe intellectual disability.

AUTISM SPECTRUM DISORDER

“Autism Spectrum Disorder” is a lifelong developmental disability that includes autistic disorder, Asperger’s syndrome, and other pervasive developmental disorders. The disability is generally evident before three years of age and significantly affects verbal, nonverbal, or pragmatic communication and social interactions skills and results in an adverse effect on the student’s educational performance. Other characteristics often associated include the following:

1. Engagement in: repetitive activities and stereotyped movements.
2. Resistance to: environmental change or change in daily routines.
3. Unusual responses to sensory experiences.

Autism Spectrum Disorder does not apply if a student’s educational performance is adversely affected primarily by: an emotional disability, blindness or low vision, deaf-blindness, or a cognitive disability, unless the characteristics of autism spectrum disorder are demonstrated to a greater degree than is normally attributed to these disabilities.

If you are concerned about your child’s development, you can call our Preschool Assessment Assistant at (219) 464-9607 ext. 3 to discuss the possibility of an evaluation for your preschooler.

Porter County Education Services - Preschool Assessment

Special Education Learning Facility

750 Ransom Road

Valparaiso, IN 46385

pces.k12.in.us