Special Education Parent Workshop
Eligibility Categories: What Do They Mean?

Presented by
Alice Steinheimer, Director of Special Services &
Liz McQuaid, Supervisor of Special Services
Presentation Outline

- Review of the 14 eligibility categories used when determining if a student is Eligible for Special Education and Related Services
- Discussion regarding the newly adopted “dyslexia” category
- Review of Eligibility for Speech-Language Services only
6A:14-3.5 Determination of Eligibility for Special Education and Related Services

- If eligible, the student shall be assigned the classification "eligible for special education and related services".

- Eligibility shall be determined collaboratively by the participants at the Eligibility Determination Meeting.
Any eligibility meeting for students classified according to N.J.A.C. 6A:14-3.5(c) shall include the following participants:

- Parent

- A teacher who is knowledgeable about the student’s educational performance, or if there is not teacher who is knowledgeable about the student’s educational performance, a teacher who is knowledgeable about the district’s programs.

- At least one CST member who participated in the evaluation

- Case manager

- Other appropriate individuals at the discretion of the parent or school district

- For an initial eligibility meeting, certified school personnel referring the student as potentially having a disability.

- The student, if appropriate.
6A:14-3.5 Determination of Eligibility for Special Education and Related Services

A student shall be determined eligible and classified “eligible for special education and related services” under this chapter when it is determined that the student has one or more of the disabilities defined in (c) 1 through 14 in the 6A:14-3.5 Code; the disability adversely affects the student’s educational performance and the student is in need of special education and related services.
Classification shall be based on all assessments conducted including assessment by child study team members and assessment by other specialists as specified in N.J.A.C. 6A:14-3.5.
Auditorily Impaired

■ "Auditorily impaired" corresponds to "Auditorily handicapped" and further corresponds to the Federal eligibility categories of 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" means an inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms characterized by (c) i or ii below.

"Deafness"--The auditory impairment is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification and the student's educational performance is adversely affected.

"Hearing impairment"--An impairment in hearing, whether permanent or fluctuating which adversely affects the student's educational performance.
"Autistic" means a pervasive developmental disability which significantly impacts verbal and nonverbal communication and social interaction that adversely affects a student's educational performance.

Onset is generally evident before age three.

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routine, unusual responses to sensory experiences and lack of responsiveness to others.
The term does not apply if the student's adverse educational performance is due to emotional disturbance as defined in the Emotionally Disturbed category.

An assessment by a certified speech-language specialist and an assessment by a physician trained in neurodevelopmental assessment are required.
"Cognitively Impaired" corresponds to "mentally retarded" and means a disability that is characterized by significantly below average general cognitive functioning existing concurrently with deficits in adaptive behavior; manifested during the developmental period that adversely affects a student's educational performance.
Cognitively Impaired

Cognitively Impaired is characterized by one of the following:

- Mild cognitive impairment
- Moderate cognitive impairment
- Severe cognitive impairment
Cognitively Impaired

“Mild cognitive impairment" corresponds to "educable" and means a level of cognitive development and adaptive behavior in home, school and community settings that are mildly below age expectations with respect to all of the following:

- The quality and rate of learning;
- The use of symbols for the interpretation of information and the solution of problems;
- Performance on an individually administered test of intelligence that falls within a range of two to three standard deviations below the mean.
Cognitively Impaired

"Moderate cognitive impairment" corresponds to "trainable" and means a level of cognitive development and adaptive behavior that is moderately below age expectations with respect to the following:

- The ability to use symbols in the solution of problems of low complexity;
- The ability to function socially without direct and close supervision in home, school and community settings; and
- Performance on an individually administered test of intelligence that falls three standard deviations or more below the mean.
"Severe cognitive impairment" corresponds to "eligible for day training" and means a level of functioning severely below age expectations whereby in a consistent basis the student is incapable of giving evidence of understanding and responding in a positive manner to simple directions expressed in the child's primary mode of communication and cannot in some manner express basic wants and needs.
"Communication impaired" corresponds to "communication handicapped" and means 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.
The problem shall be demonstrated through 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, where such tests are appropriate, one of which shall be a comprehensive test of both receptive and expressive language.
When the area of suspected disability is language, assessment by a certified speech-language specialist and assessment to establish the educational impact are required. The speech-language specialist shall be considered a child study team member.
If the student meets the Communication Impaired Category, but requires instruction by a speech-language specialist only, the student shall be classified as eligible for speech-language services.

When the area of suspected disability is a disorder of articulation, voice or fluency, the student shall be evaluated according to N.J.A.C. 6A:14-3.4(g) and, if eligible, classified as eligible for speech-language services according to N.J.A.C. 6A:14-3.6(a).
Emotionally Disturbed

"Emotionally disturbed" means 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;
- Inappropriate types of behaviors 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.
Multiply Disabled

"Multiply disabled" corresponds to "multiply handicapped" and “multiple disabilities,” and means the presence of two or more disabling conditions, the combination of which causes such severe educational needs that they cannot be accommodated in a program designed solely to address one of the impairments.
Multiply Disabled

- Multiple disabilities includes cognitively impaired-blindness, cognitively impaired-orthopedic impairment, etc.

- The existence of two disabling conditions alone shall not serve as a basis for a classification of multiply disabled.

- Eligibility for speech-language services as defined in this section shall not be one of the disabling conditions for classification based on the definition of "multiply disabled."

- Multiply disabled does not include deaf-blindness.
"Deaf/blindness" means 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.
Orthopedically Impaired

- "Orthopedically impaired" corresponds to "orthopedically handicapped" and means a disability characterized by a severe orthopedic impairment that adversely affects a student's educational performance. The term includes malformation, malfunction or loss of bones, muscle or tissue.

- A medical assessment documenting the orthopedic condition is required.
"Other health impaired" corresponds to "chronically ill" and means 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 that adversely affects a student's educational performance.

A medical assessment documenting the health problem is required.
Other Health Impaired (continued)

- Chronic or acute health problems such as:
  - Attention deficit disorder or attention deficit hyperactivity disorder
  - 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,
Preschool Child with a Disability

- Preschool child with a disability" corresponds to preschool handicapped and means a child between the ages of three and five experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the areas in (c)10i through v on next slide, and requires special education and related services.
Preschool Child with a Disability

- When utilizing a standardized assessment or criterion-referenced measure to determine eligibility, a developmental delay shall mean a 33 percent delay in one developmental area, or a 25 percent delay in two or more developmental areas.

- Physical, including gross motor, fine motor and sensory (vision and hearing);
- Cognitive;
- Communication;
- Social and emotional; and
- Adaptive.
Social Maladjustment

"Social maladjustment" means 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 as defined in the Emotionally Disturbed category.
Specific Learning Disability

"Specific learning disability" corresponds to "perceptually impaired" and means a disorder in one or more of the basic psychological processes involved in understanding or 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.
Specific Learning Disability

A specific learning disability can be determined when a severe discrepancy is found between the student's current achievement and 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.
Specific Learning Disability

- A specific learning disability may also be determined by utilizing a response to scientifically based interventions methodology as described in N.J.A.C. 6A:14-3.4(h)6.

- The term severe discrepancy does not apply to students who have learning 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

- The district shall, if it utilizes the severe discrepancy methodology, adopt procedures that utilize a statistical formula and criteria for determining severe discrepancy. Evaluation shall include assessment of current academic achievement and intellectual ability.
Traumatic Brain Injury

- "Traumatic brain injury" corresponds to "neurologically impaired" and means 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.

- The term 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.
Visually Impaired

■ "Visually impaired" corresponds to "visually handicapped" and means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

■ 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.
New Dyslexia Legislation

- Governor Christie signs dyslexia bill directing State Board of Education to promulgate regulations that incorporate the International Dyslexia Association’s (IDA) definition of dyslexia into Chapter 14 of Title 6A of the NJ Administrative Code.

- Discussion regarding the newly adopted “dyslexia” category
  - Impact on the NJ Administrative Code
  - DOE professional development opportunities related to reading disabilities and mandatory training
  - Requirement for students to be screened for dyslexia
6A:14-3.6 Determination of Eligibility for Speech-Language Services

- "Eligible for speech-language services" means a speech and/or language disorder as follows:
  - A speech disorder in articulation, phonology, fluency, voice, or any combination, unrelated to dialect, cultural differences or the influence of a foreign language, which adversely affects a student's educational performance; and/or
  - A language disorder which meets the criteria of N.J.A.C. 6A:14-3.5(c)4 and the student requires speech-language services only.
6A:14-3.6 Determination of Eligibility for Speech-Language Services

- The evaluation for a speech disorder shall be conducted.

- Documentation of the educational impact of the speech problem shall be provided by the student's teacher. The speech disorder must meet the criteria in (b)1, 2, and/or 3 below and require instruction by a speech-language specialist:
  - Articulation/phonology
  - Fluency
  - Voice
When the initial speech-language evaluation is completed, classification shall be determined collaboratively by the participants at an eligibility meeting.

The speech-language specialist who conducted the evaluation shall be considered a child study team member at the meeting to determine whether a student is eligible for speech-language services.

A copy of the evaluation report(s) and documentation of eligibility shall be given to the parent not less than 10 calendar days prior to the meeting.
6A:14-3.6 Determination of Eligibility for Speech-Language Services

When a student has been determined eligible for speech-language services and other disabilities are suspected or other services are being considered, the student shall be referred to the child study team.
1. Keep the line of communication open with your case manager sharing any pertinent information, concerns, private evaluations, and/or parental input that you would like to share with the child study team.

2. Be sure to review all evaluations in advance of an eligibility meeting.

3. During the eligibility meeting, be sure to ask questions or have a list of questions prepared ahead of time that you would like to ask the various team members.

4. Have a copy of N.J.A.C. 6A:14-3.5 Eligibility Categories with you at the meeting to serve as a visual reference when discussing the various eligibility categories being considered.
Thank you for your time.

Any Questions?