

Questions for Jeopardy

1. Eligibility is determined by assessing a child in each of the five skill areas of adaptive development, cognition, communication, physical development (gross and fine motor), and social/emotional development. Any child who scores at least 2 standard deviations below the mean in one or more of the five areas or 1½ standard deviations below the mean in two or more areas shall meet eligibility. **Significant Developmental Delay**
2. Eligibility may be used for children from ages three through nine (the end of the school year in which the child turns nine), but initial eligibility must be established, and an IEP in place, on or before the child's seventh birthday. **Significant Developmental Delay**
3. Impairment refers to a disorder, such as stuttering, impaired articulation, language or voice impairment that adversely affects a child's educational performance. An impairment may be congenital or acquired. **Speech-Language Impairment**
4. A comprehensive evaluation shall be performed by a certified or licensed Speech-Language Pathologist (SLP) for consideration of eligibility. Following receipt of a clear hearing and vision screening and medical clearance for voice (as appropriate) this evaluation consists of an initial screening of the child's speech sounds, language, fluency, voice, oral motor competency, academic, behavioral, and functional skills using either formal or informal assessment procedures to assist in determining if the child is a child with a disability. **Speech-Language Impairment**
5. A developmental disability generally evident before age three that adversely affects a child's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation. **Autism**
6. Eligibility shall be based on assessment of the five characteristic areas associated with eligibility area. The assessments shall minimally document that each of the characteristic areas of (1) developmental rates and sequences, (2) social interaction and participation and (3) verbal and non-verbal communication are affected. **Autism**
7. For a child to be determined eligible for placement in special programs for this eligibility, the child shall have current optometric or ophthalmological examination and an audiological evaluation, all administered by qualified professionals. **Deaf/ Blind**

8. This eligibility means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs. **Deaf/ Blind**

9. A child who exhibits a hearing loss that, whether permanent or fluctuating, interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement and, therefore, adversely affects a child's educational performance meets this eligibility.
Deaf/ Hard of Hearing

10. A child who meets this eligibility can be characterized by the absence of enough measurable hearing (usually a pure tone average of 66-90+ decibels American National Standards Institute without amplification) such that the primary sensory input for communication may be other than the auditory channel.
Deaf/ Hard of Hearing

11. This disability is characterized by one or more of the following emotional based characteristics: an inability to build or maintain satisfactory interpersonal relationships with peers and/ or teachers; inability to learn which cannot be adequately explained by intellectual, sensory or health factors; consistent or chronic inappropriate type of behavior or feelings under normal conditions; displayed pervasive mood of unhappiness or depression; displayed tendency to develop physical symptoms, pains or unreasonable fears. **Emotional and Behavior Disorder**

12. A child who exhibits one or more of the emotionally based characteristics of sufficient duration, frequency and intensity that interferes significantly with educational performance to the degree that provision of special educational service is necessary. A disorder characterized by excesses, deficits or disturbances of behavior. **Emotional and Behavior Disorder**

13. Disability refers to significantly subaverage general intellectual functioning which exists concurrently with deficits in adaptive behavior that adversely affects educational performance and originates before age 18. **Intellectual Disabilities**

14. This disability does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorders, severe multiple impairments, cultural influences or a history of inconsistent and/or inadequate educational programming. **Intellectual Disabilities**

15. This impairment refers to a child whose severe impairments adversely affect their educational performance to the degree that the child requires special education. This term may include: (1) Impairment caused by congenital anomalies, e.g., deformity or absence of some limb. (2) Impairment caused by disease (poliomyelitis, osteogenesis imperfecta, muscular dystrophy, bone tuberculosis, etc.) (3) Impairment from other causes, e.g., cerebral palsy, amputations, and fractures or burns that cause contractures. **Orthopedic impairment**

16. 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 - (1) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficient hyperactivity disorder, diabetes, epilepsy, or heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome, and (2) Adversely affects a child's educational performance. **Other Health Impaired**

17. The medical evaluation from a licensed doctor of medicine, or in the case of ADD and ADHD an evaluation by a licensed doctor of medicine or licensed clinical psychologist, should be considered by the child's Eligibility Team as part of the process of determining eligibility. The evaluation report shall indicate the diagnosis/prognosis of the child's health impairment, along with information as applicable regarding medications, special health care procedures and special diet or activity restrictions. The evaluation report used for initial eligibility shall be current within one year and must document the impact of the physical condition on the vitality, alertness or strength of the child. **Other Health Impaired**

18. 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 do mathematical calculations. **Specific Learning Disabilities**

19. The child with this eligibility has one or more serious academic deficiencies and does not achieve adequately according to age to meet State-approved grade-level standards. These achievement deficiencies must be directly related to a pervasive processing deficit and to the child's response to scientific, research-based interventions. **Specific Learning Disabilities**

20. In order to determine the existence of this eligibility, the group must summarize the multiple sources of evidence to conclude that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards and intellectual development. **Specific Learning Disabilities**

21. An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the child's educational performance. **Traumatic Brain Injury**

22. This eligibility requires verification of injury to the brain through the following: 1. A medical evaluation report from a licensed doctor of medicine indicating that injury has occurred recently or in the past, or 2. Documentation of injury from another appropriate source, such as health department or social services reports, or parents' medical bills/records. **Traumatic Brain Injury**

23. A child with this impairment is one whose vision, even with correction, adversely impacts a child's educational performance. **Vision**

24. A current (within one year) eye examination report shall be completed and signed by the ophthalmologist or optometrist who examined the child. **Vision**