

What Makes a Student Eligible for an

IEP?

Individualized Education Program IEP)

When considering eligibility, the IEP Team must determine that ALL 3 are true:

1 The student meets the criteria for one or more of the 14 disabling conditions.

2 The disability must have an adverse effect* on educational (academic and/or functional) performance.

Adverse effect means that the disability interferes with the child's progress to a degree that some level of support is needed. The impact may be mild, and for some students, interventions and/or accommodations may effectively address this **without an IEP.*

3 The disability must require specially designed instruction.

Only a public school's IEP Team can determine whether a student qualifies for special education services through an Individualized Education Program (IEP). The IEP Team includes the parent and a group of qualified professionals. The schools must follow very specific rules when they evaluate children. Having a private evaluation or a diagnosis does **not** automatically make a child eligible for an IEP.

The IEP Team determines whether the child requires special education services after carefully considering information from a variety of sources. This may include observations, formal and informal assessments of the child's abilities, skills, and functioning, parent input and teacher input, as well as information about the child's physical condition, developmental history, social or cultural background, and adaptive behavior.

North Carolina has 14 disability categories:

- Autism
- DeafBlindness
- Deafness
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Areas to consider include but are not limited to:

Academic Areas

- Written Expression
- Math Calculation
- Math Reasoning
- Reading Comprehension
- Basic reading
- Listening Comprehension
- Fluency
- Oral Expression

Functional Areas

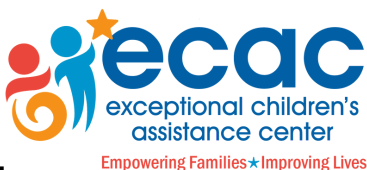
- Behavior
- Communication
- Social-emotional
- Self-help
- Organizational skills
- Attention challenges
- Daily living skills
- Vocational skills

Specially designed instruction means *adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction -*

- To address the unique needs of the child that result from the child's disability; and
- To ensure access of the child to the general curriculum so that the child can meet the educational standards that apply to all children.

REMINDER

Special education is not the only way to get help for students who struggle at school. If you are concerned about your child, you can ask their Teacher, School Counselor or Principal what kind of extra help is available.



1-800-962-6817

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