

Eligibility Determination Desk Aid when using an Individualized Education Program (IEP)

Disability from IEP	What does it mean under Utah Special Education Rules?	Common Impairments and Causes		Common Vocational Implications
Autism	<ul style="list-style-type: none"> ▪ A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, that adversely affects a student'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. ▪ This category does not apply if the student has an emotional disturbance or an intellectually disability, as defined in the Special Education Rules. 	<u>Impairments</u> <ul style="list-style-type: none"> ▪ Other conditions on the Autism Spectrum, such as high functioning autism, Asperger syndrome, and pervasive developmental disorder not otherwise specified (PDD-NOS) ▪ Significant impairment in social interaction ▪ Significant impairment in communication ▪ Significant restricted, repetitive, and stereotyped patterns of behavior, interests, and activities ▪ Unusual resistance to environmental change or change in daily routines ▪ Unusual responses to sensory experiences 	<u>Causes</u> <ul style="list-style-type: none"> ▪ Undetermined 	<ul style="list-style-type: none"> ▪ May react unusually to sensations such as sounds, lights, smells, etc. ▪ May have difficulty paying attention to one sensation at a time, which may interfere with job productivity. ▪ May have high anxiety levels, low frustration levels. ▪ Will have difficulty understanding implications, understanding context, or separating essential parts of communication from trivial parts. ▪ May have a fragmented or decreased sense of time or place. ▪ May have difficulty transitioning to new tasks or activities. ▪ May develop strategies such as rituals, repetition, rhythm, or compulsions to cope with frustrations, anxiety. These coping strategies may interfere with job productivity. ▪ May understand the steps of a task, but have difficulty connecting it to the final goal or product. ▪ Focus on detail may be a strength for detail-oriented tasks. ▪ Ability to interact socially in the workplace may require additional coaching on social skills. ▪ Physical/neurological issues, e.g. gastrointestinal pain, lack of sleep, hyper-sensitivity, migraine, seizures, medication side effects, may impact work schedules.
Deafblindness	<ul style="list-style-type: none"> ▪ Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness. ▪ A combination of the following must exist: <ul style="list-style-type: none"> ▪ Vision loss including one or both of the following: <ul style="list-style-type: none"> • Visual impairment that, with or without correction, adversely affects a student's ability to access visual information and to develop visual skills for educational performance. ▪ Functional blindness, where the physical 	<u>Impairments</u> <ul style="list-style-type: none"> ▪ Visual <ul style="list-style-type: none"> ▪ Partial/low vision ▪ Blindness ▪ Cortical visual impairment ▪ Central visual impairment ▪ Hearing <ul style="list-style-type: none"> ▪ Hearing impairment or deafness ▪ Functional hearing loss ▪ Cortical hearing impairment 	<u>Causes</u> <ul style="list-style-type: none"> ▪ Accident/Injury ▪ Cancer ▪ Cerebral Palsy ▪ Congenital Conditions or Birth Injury ▪ Physical Disorder/Conditions ▪ Stroke ▪ Traumatic Brain Injury 	<ul style="list-style-type: none"> ▪ May inadequately understand, significantly distort or be unable to accept his or her vocational capacities with respect to limitations imposed by the disability. ▪ May demonstrate interpersonal skills deficits ▪ May be unable to hear or understand spoken communications or environmentally relevant sounds (e.g. Bells or high-pitched tones) typically used in work environments. ▪ Language skills may be insufficient for written or spoken receptive or expressive work-related communication. ▪ May demonstrate insufficient independent mobility including ability to travel alone in unfamiliar places. ▪ May routinely requires supervision or personal assistance services with essential activities of daily living to engage in work. ▪ May not adequately see standard printed material or signage. ▪ Performing at a competitive level may be seriously limited for

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	<p>structures of the eye may be functioning, but the student does not attend to, examine, utilize, or accurately process visual information.</p> <ul style="list-style-type: none"> ▪ Hearing loss that must include one or both of the following: <ul style="list-style-type: none"> ▪ Hearing impairment that, with or without amplification, adversely affects a student's ability to access auditory information and the development of language and communication for educational performance. ▪ Functional hearing loss (abnormal auditory perception), where parts of the auditory system may be functioning, but the student does not attend to, respond, localize, utilize, or accurately process auditory information. 	<ul style="list-style-type: none"> ▪ Auditory processing disorders ▪ Auditory neuropathy/dys-synchrony 		<p>reasons other than motor skills deficits.</p>
Emotional Disturbance	<ul style="list-style-type: none"> ▪ 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; <ul style="list-style-type: none"> ▪ An inability to learn, not explained by intellectual, sensory or health factors ▪ Inability to build or maintain satisfactory interpersonal relationships with peers and teachers ▪ Inappropriate types of behaviors or feelings under normal circumstances ▪ General pervasive mood of unhappiness or depression ▪ Tendency to develop physical symptoms or fears associated with personal or school problems ▪ Includes schizophrenia ▪ Does not apply to students who are socially maladjusted, unless the team determines otherwise 	<p><u>Impairments:</u></p> <ul style="list-style-type: none"> ▪ Social skills ▪ Judgment ▪ Planning ▪ Cognition ▪ Variability of functioning levels 	<p><u>Causes:</u></p> <ul style="list-style-type: none"> • Unknown 	<ul style="list-style-type: none"> ▪ May need instruction on social behavior, such as the proper use of break time, being prompt, and giving appropriate social greetings. ▪ May need to set individual work criteria with supervisor. ▪ Will probably work best in structure work environments.
Hearing Impairment/Deafness	<ul style="list-style-type: none"> ▪ Deafness is a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, and that adversely affects a 	<p><u>Impairments:</u></p> <ul style="list-style-type: none"> ▪ Functional hearing loss ▪ Cortical hearing impairment 	<p><u>Causes:</u></p> <ul style="list-style-type: none"> ▪ Accident/Injury ▪ Cancer ▪ Cerebral Palsy 	<ul style="list-style-type: none"> ▪ May inadequately understand, significantly distort or be unable to accept his or her vocational capacities with respect to limitations imposed by the disability. ▪ May demonstrate interpersonal skills deficits

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	<p>student's educational performance.</p> <ul style="list-style-type: none"> ▪ Hearing impairment is impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness. ▪ Measurements in terms of decibels or percentages, discrimination scores, type of hearing loss, site of lesion, etc., serve only as guidelines in the eligibility process. 	<ul style="list-style-type: none"> ▪ Central nervous system impairment ▪ Auditory processing disorder 	<ul style="list-style-type: none"> ▪ Congenital Conditions or Birth Injury ▪ Physical Disorder/Conditions ▪ Stroke ▪ Traumatic Brain Injury 	<ul style="list-style-type: none"> ▪ May be unable to hear or understand spoken communications or environmentally relevant sounds (e.g. Bells or high-pitched tones) typically used in work environments. ▪ Language skills may be insufficient for written or spoken receptive or expressive work-related communication.
Intellectual Disability	<ul style="list-style-type: none"> ▪ Significantly subaverage (generally two standard deviations on the full-scale score on a major test of intelligence) intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance. ▪ Intellectual, academic, and adaptive assessment results demonstrate consistently low profiles across measures. 	<p><u>Impairments:</u></p> <ul style="list-style-type: none"> ▪ Cognitive Impairments ▪ Psychosocial Impairments ▪ Academic Achievement ▪ Adaptive Behavior ▪ Communication 	<p><u>Causes:</u></p> <ul style="list-style-type: none"> ▪ Mental Retardation 	<ul style="list-style-type: none"> ▪ May demonstrate insufficient independent mobility including ability to travel alone in unfamiliar places. ▪ May lack ability to control and coordinate fine and/or gross motor movements. ▪ May lack ability to perform tasks at competitive work pace. ▪ May have problems with personal grooming or hygiene which make it difficult for others to accept even with familiarity and cause avoidance by others. ▪ May routinely require supervision or personal assistance services with essential activities of daily living to engage in work. ▪ May require intensive supervision and direction on an ongoing or episodic basis in order to solve problems and maintain behaviors necessary to work. ▪ Due to impairments, may place self or job at risk due to poor decision-making, reasoning, and/or judgment. ▪ May inadequately understand, significantly distort or be unable to accept his or her vocational capacities with respect to limitations imposed by the disability. ▪ Behavior may be in contradiction to preparing for, securing, retaining, or regaining employment. ▪ Inappropriate behavior may interfere with the ability to develop and maintain effective interpersonal relationships with others, including employers, co-workers, and others. ▪ Language skills may be insufficient for written or spoken receptive or expressive work-related communication. ▪ May be seriously limited in capacity or endurance from performing jobs imposing common or normal physical, environmental, or psychological demands. ▪ Performing at a competitive level may be seriously limited for reasons other than motor skills deficits.

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				<ul style="list-style-type: none"> ▪ May require intensive and/or specialized training not required by the average worker to learn and perform job tasks. ▪ Memory and/or concentration deficits may interfere significantly with remembering job instructions and/or performing job tasks. ▪ Deficits in reading, spelling or math skills may significantly interfere with ability to learn and/or perform job tasks.
Multiple Disabilities	<ul style="list-style-type: none"> ▪ Concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), that affects a student's educational performance. the combination of disabilities must cause such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. ▪ The multiple disabilities category does not include deafblindness. ▪ The student must meet the criteria for each of the multiple disabilities. ▪ Intellectual disabilities need not be one of the multiple disabilities listed. 	<ul style="list-style-type: none"> ▪ Will be dependent upon the separate disabilities involved. For more guidance please see the <u>Impairments</u> and <u>Causes</u> associated with the separate IEP disability categories included in this document. 		<ul style="list-style-type: none"> ▪ Due to the broad scope of disabilities included in this IEP disability category, any number of vocational impairments can be seen. Please consider potential limitations in all categories.
Orthopedic Impairment	<ul style="list-style-type: none"> ▪ A severe orthopedic impairment that adversely affects a student's educational performance. 	<u>Impairments:</u> <ul style="list-style-type: none"> ▪ Strength ▪ Gross/fine motor skills ▪ Mobility 	<u>Causes:</u> <ul style="list-style-type: none"> ▪ Congenital anomaly ▪ Disease, e.g. poliomyelitis, bone tuberculosis, spina bifida ▪ Other causes, e.g. cerebral palsy, amputations. fractures or burns that cause contractures, spinal cord injury 	<ul style="list-style-type: none"> ▪ Due to the broad scope of disabilities included in this IEP disability category, any number of vocational impairments can be seen. Please consider potential limitations in all categories. ▪ May need personal assistance and/or assistive technology in the workplace.
Other Health Impaired	<ul style="list-style-type: none"> ▪ 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 chronic or acute health problems. ▪ This category may include an acquired brain injury which may result from health problems such as an hypoxic event, encephalitis, meningitis, brain tumor, or stroke. 	<u>Impairments:</u> <ul style="list-style-type: none"> ▪ Strength ▪ Vitality ▪ Attention ▪ Alertness 	<u>Causes:</u> <ul style="list-style-type: none"> ▪ Accident/Injury ▪ Amputations ▪ Arthritis or Rheumatism ▪ Asthma or other Allergies ▪ ADHD ▪ Autism ▪ Blood Disorders ▪ Cancer ▪ Cardiac and other Conditions 	<ul style="list-style-type: none"> ▪ Due to the broad scope of disabilities included in this IEP disability category, any number of vocational impairments can be seen. Please consider potential limitations in all categories. ▪ Health issues may impact work schedule.

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			<p>of the Circulatory System</p> <ul style="list-style-type: none"> ▪ Cerebral Palsy ▪ Congenital Conditions or Birth Injury ▪ Cystic Fibrosis ▪ Diabetes Mellitus ▪ Digestive ▪ End Stage Renal Disease and other Genitourinary System Disorders ▪ Epilepsy ▪ HIV and AIDS ▪ Immune Deficiencies excluding HIV/AIDS ▪ Multiple Sclerosis ▪ Muscular Dystrophy ▪ Parkinson's Disease and other Neurological Disorders ▪ Physical Disorders/Conditions ▪ Polio ▪ Respiratory Disorders other than Cystic Fibrosis or Asthma ▪ Spinal Cord Injury ▪ Stroke or TBI 	
<p>Specific Learning Disability</p>	<ul style="list-style-type: none"> ▪ 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 the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that affects a student's educational performance. ▪ "Specific Learning Disability" does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage. 	<p><u>Impairments:</u> The student does not achieve adequately for their 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 child's age or state-approved grade-level standards:</p> <ul style="list-style-type: none"> ▪ Oral expression ▪ Listening comprehension 	<p><u>Causes:</u></p> <ul style="list-style-type: none"> ▪ Unknown 	<ul style="list-style-type: none"> ▪ Due to the hidden nature of this disability, a student's skill deficit may not be apparent initially. ▪ Due to the stigma attached to this disability, a student may not acknowledge having a learning disability. ▪ Due to disability-related characteristics, individual's self-concept may seriously limit ability to interact with others. ▪ Language skills may be insufficient for written or spoken receptive or expressive work-related communication. ▪ Performing at a competitive level may be seriously limited for reasons other than motor skills deficits. ▪ May require intensive and/or specialized training not required by the average worker to learn and perform job tasks. ▪ Memory and/or concentration deficits may interfere significantly with remembering job instructions and/or performing job tasks. ▪ Deficits in reading, spelling or math skills may significantly

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		<ul style="list-style-type: none"> ▪ Written expression ▪ Basic reading skill ▪ Reading fluency skills ▪ Reading comprehension ▪ Mathematical calculation ▪ Mathematics problem solving 		interfere with ability to learn and/or perform job tasks.
Speech/Language Impairment	<ul style="list-style-type: none"> ▪ Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student's educational performance. ▪ In order for a student whose primary home language is other than English to be eligible for classification with a speech or language impairment, the team (including a Speech/Language Pathologist) must determine that the speech or language impairment exists in the student's primary language and is not the result of learning English as a second language. ▪ Does not include students with an Orofacial Myofunctional Disorder or OMD (formerly called Tongue Thrust) unless there is an associated speech or language disorder. 	<u>Impairments:</u> <ul style="list-style-type: none"> ▪ Listening ▪ Speaking ▪ Reasoning 	<u>Causes:</u> <ul style="list-style-type: none"> ▪ Cerebral Palsy ▪ Congenital Condition or Birth Injury ▪ Parkinson's Disease or other Neurological Disorders ▪ Physical Disorders/Conditions ▪ Respiratory Disorders other than Cystic Fibrosis or Asthma ▪ Spinal Cord Injury ▪ Stroke ▪ Traumatic Brain Injury ▪ Developmental delay ▪ Mild hearing impairment 	<ul style="list-style-type: none"> ▪ Due to disability-related characteristics, individual's self-concept may seriously limit ability to interact with others. ▪ Speech may not be usable as an effective means of communication in the performance of job tasks. ▪ Language skills may be insufficient for written or spoken receptive or expressive work-related communication. ▪ Memory and/or concentration deficits may interfere significantly with remembering job instructions and/or performing job tasks. ▪ Deficits in reading, spelling or math skills may significantly interfere with ability to learn and/or perform job tasks.
Traumatic Brain Injury	<ul style="list-style-type: none"> ▪ An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both. ▪ Applies to open or closed head injuries. ▪ Does NOT apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. 	<u>Impairments:</u> <ul style="list-style-type: none"> ▪ Cognition ▪ Language ▪ Memory ▪ Attention ▪ Reasoning ▪ Abstract thinking ▪ Judgment ▪ Problem-solving ▪ Sensory, perceptual, and motor abilities ▪ Psychosocial behavior ▪ Physical functions ▪ Information processing 	<u>Causes:</u> <ul style="list-style-type: none"> ▪ Accidents ▪ Abuse ▪ Assaults 	<ul style="list-style-type: none"> ▪ Individual with TBI may appear "normal", employer and co-workers may not be aware of any employment limitations until problems occur. ▪ Physical challenges, e.g., headaches, fatigue, dizziness, blurred or double vision, sensitivity to noise/light, trouble with taste/smell, weakness/paralysis and spasticity, slowed performance, poor coordination/balance, slurred speech, may impact productivity. ▪ Cognitive challenges, e.g., attention/concentration/memory, slowed information processing speed, organizational difficulties, may impact productivity. ▪ Emotional/behavioral challenges, e.g., decreased initiation, lack of awareness, impulsivity, depression, irritability/anger, emotional lability, may impact productivity. ▪ Possible disincentives to working: may fear losing disability

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<p>Visual Impairment (Including Blindness)</p>	<ul style="list-style-type: none"> ▪ Impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness that adversely affects a student's educational performance. ▪ Other impairments that interfere with the comprehension of visual and/or auditory stimuli must be considered. 	<p>▪ Speech</p> <p><u>Impairments:</u></p> <ul style="list-style-type: none"> ▪ Blindness ▪ Low Vision ▪ Other visual Impairments 	<p><u>Causes:</u></p> <ul style="list-style-type: none"> ▪ Accident/Injury ▪ Cancer ▪ Congenital Condition or Birth Injury ▪ Physical Disorders/Conditions ▪ Stroke ▪ Traumatic Brain Injury 	<p>compensation, may be unable to fulfill pre-TBI goals</p> <ul style="list-style-type: none"> ▪ May demonstrate insufficient independent mobility including ability to travel alone in unfamiliar places. ▪ May routinely require supervision or personal assistance services with essential activities of daily living to engage in work. ▪ May not be able to adequately see standard printed material or signage. ▪ Performing at a competitive level may be seriously limited for reasons other than motor skills deficits.
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