

2004-2005 Annual State Report on Special Education Performance

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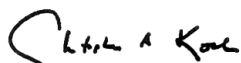
Message from the State Superintendent

I am pleased to present the third Annual State Report on Special Education Performance. This report summarizes key performance data for students with disabilities that the Illinois State Board of Education regularly reports to the U.S. Department of Education. Performance areas include high school completion, student performance on statewide assessments and educational environments. Each of the three performance areas is introduced by providing the desired results as related to the Illinois State Performance Plan followed by overall observations. In addition, a background information section is provided to give an overall picture of students with disabilities in Illinois. Our intent is to publish this Report each year to ensure that parents, teachers, administrators, legislators and the public are regularly kept informed of current performance and progress in improving results for students with disabilities.

In terms of actual performance, you will note that, even though the graduation rate for students with disabilities increased, the gap between the graduation rates of students with and without disabilities increased as well. Additionally, the performance of students with disabilities on the Illinois Standards Achievement Test (ISAT) has steadily improved while the performance of students with disabilities on the Prairie State Achievement Examination (PSAE) has declined. Finally, placements in the least restrictive environment are continuing to improve as noted in the increase of the percent of students receiving special education services outside of the general education classroom less than 21 percent of the time and the decrease of the percentage of students served in more restrictive settings.

In addition to the state-level information in this report, ISBE has made longitudinal performance data available for each Illinois school district in the form of District Special Education Profiles. This information, as well as other information regarding special education, may be obtained by visiting our website at www.isbe.net/spec-ed. In addition, the 26th Annual Report to Congress has been designed to showcase the data collected from states and the national studies that make up the Office of Special Education Programs' (OSEP) National Assessment of the Implementation of the Individuals with Disabilities Education Act. The report may be accessed at: <http://www.ed.gov/about/reports/annual/osep/index.html>.

The Illinois State Board of Education hopes this document will be informative and useful to you.



Christopher Koch, Ed. D.
State Superintendent of Education (Interim)
Illinois State Board of Education
December 2006

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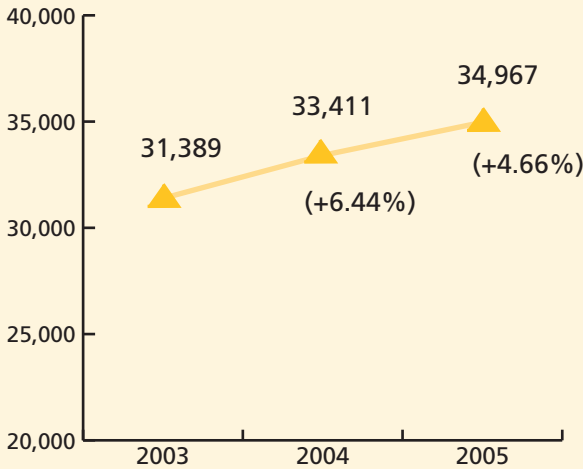
Background Information

The following pages provide background information useful to understanding the status of special education in Illinois. The charts in this Background Section generally describe how many students are being served, the disability categories in which they are identified, and their race or ethnicity. Information is also provided concerning special education expenditures and conflict resolution.

Observations:

- The number of Illinois children ages 3-5 receiving special education services continues to increase annually as more children are identified with disabilities each year.
- Among those children, the identification of children with Autism and Developmental Delay is increasing faster than for other disabilities.
- The percent of Illinois students ages 6-21 receiving special education services has increased each year since 2003 and continues to be higher than the national percentage.
- While the total number of students with disabilities increased during this time period, the four highest incidence disabilities have decreased as a percent of all students receiving special education services, while Other Health Impairment and Autism have shown an increase.
- For the third consecutive year, both white and black students are slightly over represented among students receiving special education services, while Hispanic and Asian students are under represented.
- The annual increase in special education expenditures per special education pupil has slowed as reflected by annual rates of 10.2%, 7.9%, 7.8%, 5.0% and 2.9%, from 2000 to 2005.
- ISBE is adjudicating more due process requests within the 45-day timeline or a properly extended timeline, completing 70.2% of due process requests on time in 2005, compared to 27.3% in 2003.

How many Illinois children ages 3-5 are receiving special education services?

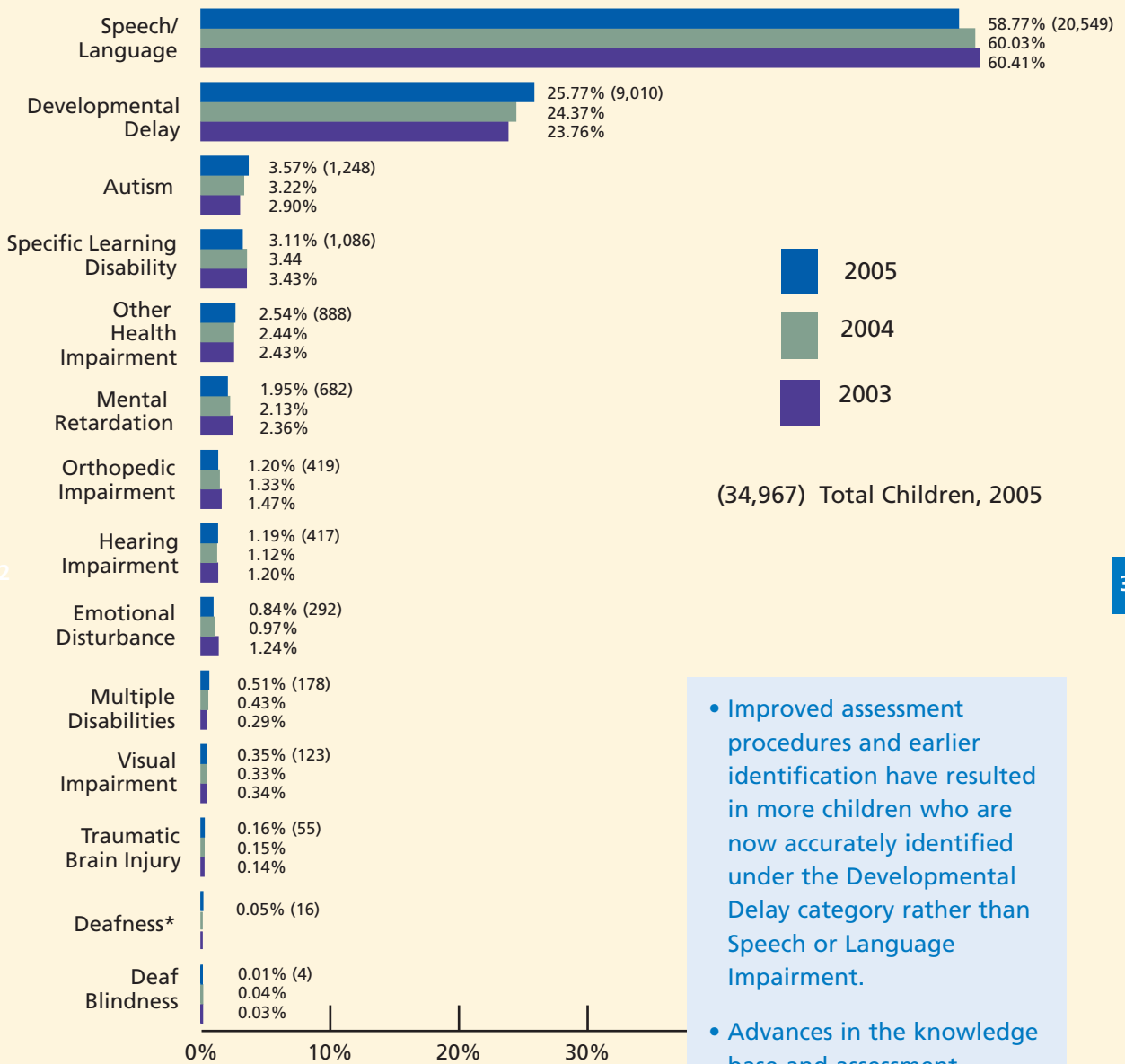


The chart above includes children, ages 3-5, in all disability categories over the past three years.

The number of children ages 3-5 receiving special education services increased by 2,022, or 6.44%, in 2004, and by 1,556, or 4.66%, in 2005. This increase can be attributed to two important factors:

1. More infants and toddlers with disabilities are being identified and served at a younger age. These children then transition to early childhood special education services when they reach the age of 3.
2. Collaboration with Head Start, pre-kindergarten, and child care programs has resulted in identification of more preschool aged children who may need special education services and has provided more placement options for children with IEPs.

What percent of children ages 3-5 receiving special education services are identified for each disability category?



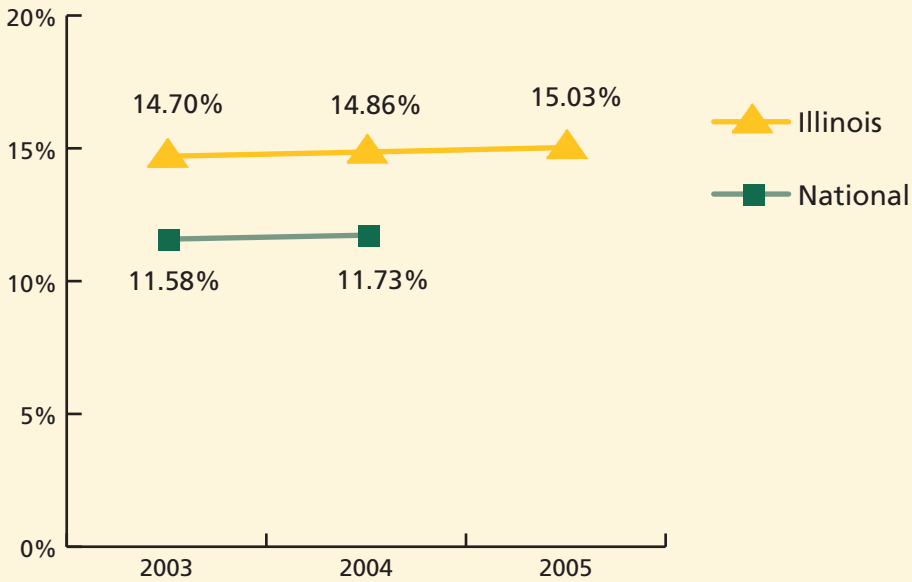
- Improved assessment procedures and earlier identification have resulted in more children who are now accurately identified under the Developmental Delay category rather than Speech or Language Impairment.
- Advances in the knowledge base and assessment techniques for autism have made accurate diagnoses at a younger age possible, reflected in the increase in the number of children identified with Autism.

*Illinois first started reporting "Deafness" in 2005.

This chart compares children, ages 3-5, in each disability category for the past three years, as a percentage of all children ages 3-5 receiving special education services.

(See *Special Education Categories in the Glossary* for a description of each disability.)

What percent of Illinois students ages 6-21 are receiving special education services?



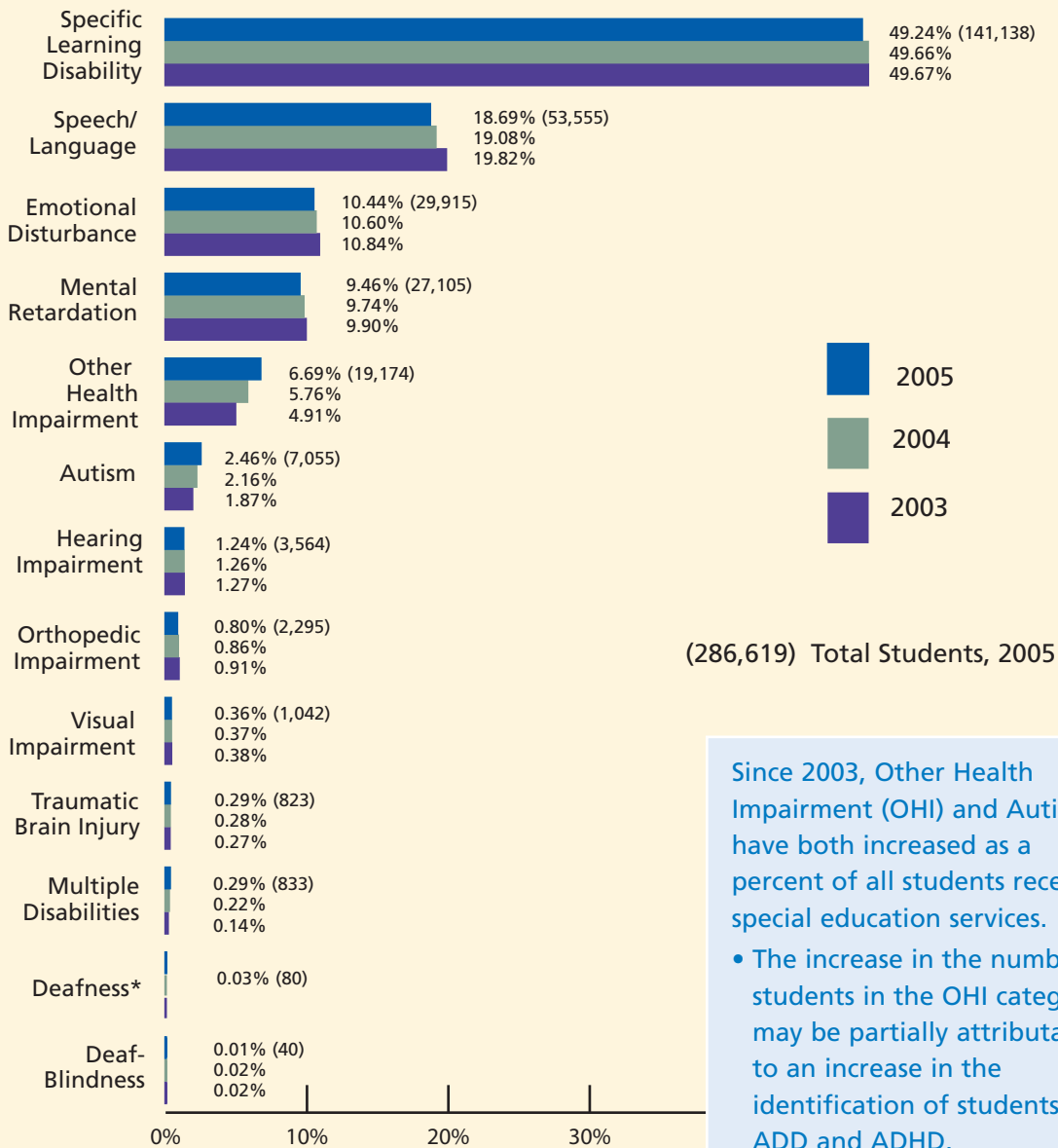
This chart includes students, ages 6-21, in all disability categories over the past three years, as a percentage of total public school enrollment, grades 1 through 12, including students over 18 who are "ungraded"*.

The percent of Illinois students ages 6-21 receiving special education services has increased since 2003 and continues to be higher than the national percentage. The disabilities categories that have grown the most in Illinois since 2003 are:

- Other Health Impairment (+5,495 students)
- Specific Learning Disability (+2,633 students)
- Autism (+1,840 students)

*U.S. Department of Education, Office of Special Education Programs (OSEP) calculates national figures using students with IEPs ages 6-17 divided by all students in grades pre-kindergarten through 12th grade. As such, national percentages are lower than those calculated at the State level.

What percent of students ages 6-21 receiving special education services are identified for each disability category?



*Illinois first started reporting "Deafness" in 2005.

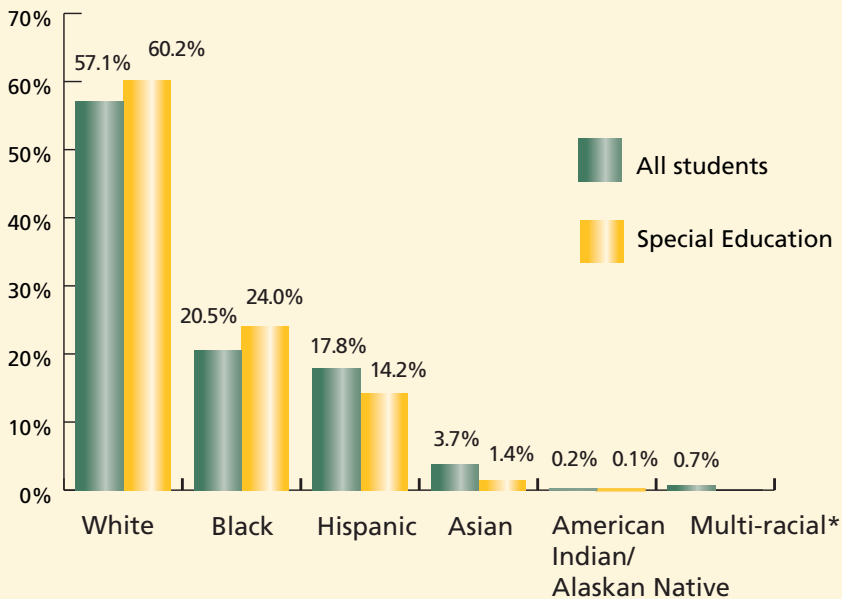
This chart compares students, ages 6-21, in each disability category for the past three years, as a percentage of all students receiving special education services.

(See *Special Education Categories in the Glossary* for a description of each disability.)

Since 2003, Other Health Impairment (OHI) and Autism have both increased as a percent of all students receiving special education services.

- The increase in the number of students in the OHI category may be partially attributable to an increase in the identification of students with ADD and ADHD.
- Advances in the knowledge base and assessment techniques for autism have resulted in an increase in the number of students identified with Autism.

What is the race/ethnicity distribution of students ages 6-21 receiving special education services?

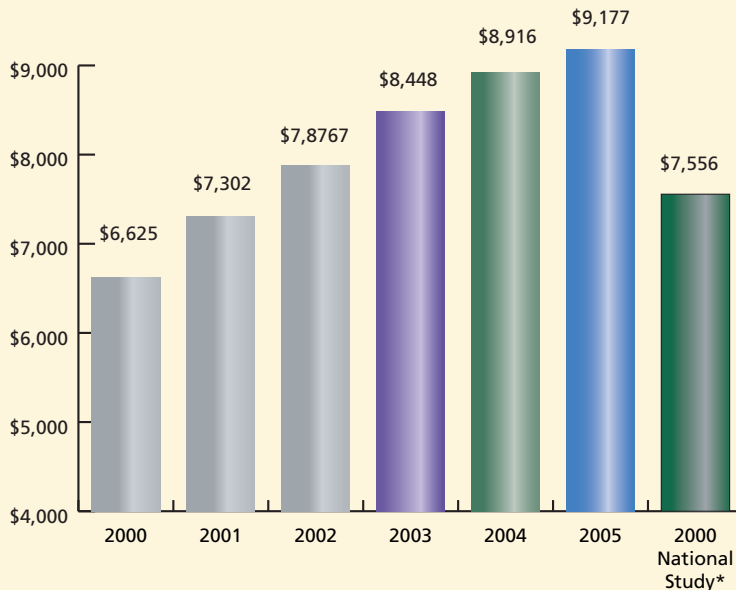


**Data for students receiving special education services who are multi-racial are not currently available.*

This chart displays the percent of students receiving special education services by race/ethnicity compared to the total student population.

Both white and black students are slightly over represented among students receiving special education services when compared to the composition of the total student population. Likewise, Hispanic and Asian students are under represented.

How much money is spent per pupil for special education services?

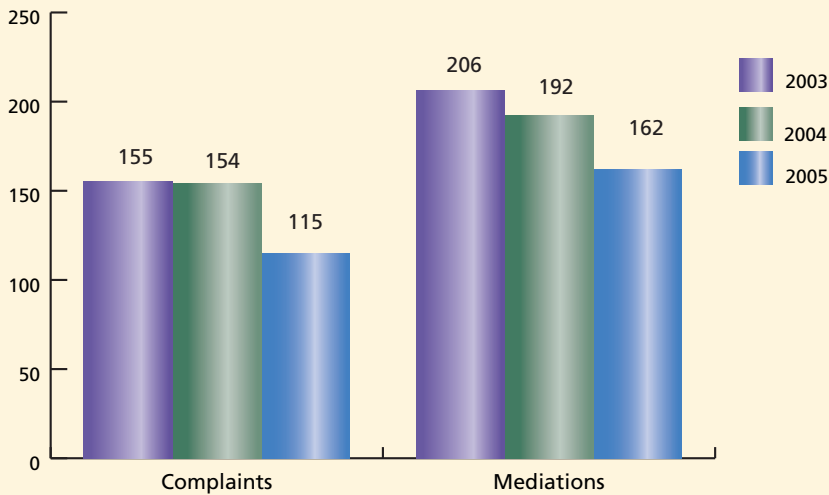


This chart represents special education expenditures divided by the total number of special education students. Included are specific special education expenditures as well as a prorated portion of certain expenditures that are both general and special education. Numbers are as reported on the Annual Financial Reports (AFR).

The annual rate of increase for expenditures per special education pupil in Illinois has slowed, with annual growth rates of 10.2%, 7.9%, 7.8%, 5.0% and 2.9% respectively from 2000 to 2005.

National data are provided by the Special Education Expenditure Project (SEEP), a study conducted by the Center for Special Education Finance. SEEP is the most recently available national study of its kind and is the first comprehensive, nationally representative study of special education spending to be undertaken in more than a decade. CSEF/SEEP staff are currently analyzing the data and disseminating findings through a series of reports posted on their Web site, www.csef-air.org.

How many special education formal complaints and mediations does the Illinois State Board of Education process annually?

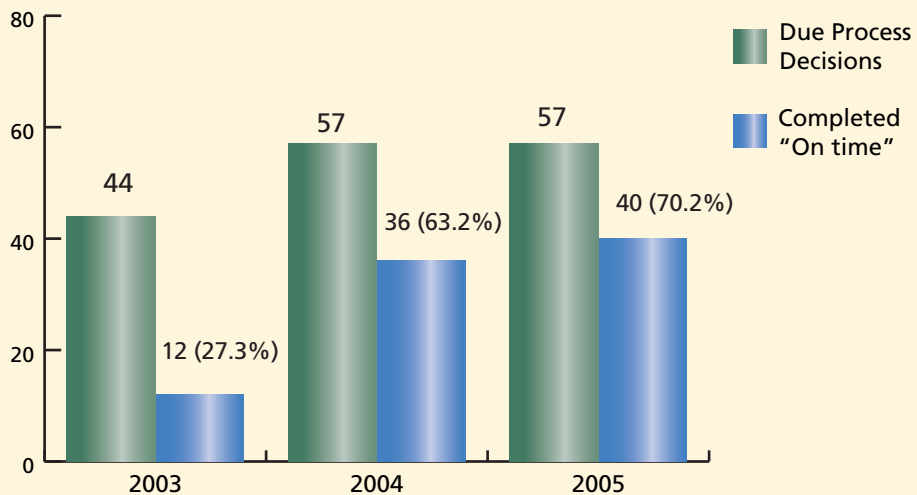


On occasion, parents and schools disagree on what kinds of special education and related services, if any, are needed for children and how and where they should be provided. When these disagreements cannot be resolved through informal means, three formal mechanisms are provided to parents and schools: **state complaints**, **mediation** and **due process hearings**.

While all three of these processes are effective in resolving disputes, mediation has been especially efficient by saving parents, districts and taxpayers the time and expense of formal due process hearings. Further, parties who have participated in mediation have cited increased understanding and improved communications as added benefits of the process.

Additional information regarding complaints and mediations can be found at: <http://www.isbe.net/spec-ed>

How many special education due process cases does the Illinois State board of Education resolve annually?



Additional information regarding due process requests can be found at: <http://www.isbe.net/spec-ed>.

Parents and school districts are permitted to file due process requests in response to disputes over the identification, evaluation and educational placement of students with disabilities. Due process hearings in Illinois are officiated by individual hearing officers who guide all proceedings and render legally-binding decisions upon the parties. Parties are afforded the opportunity to appeal hearing decisions either to State or Federal court.

Per the new requirements of IDEA, hearing decisions must be

ISBE has taken several measures to improve the number of fully adjudicated due process requests that are within the 45-day timeline or a timeline that is properly extended. As a result, 70.2% of due process requests were processed on time in 2005, compared with 27.3% in 2003.

rendered within 45 days of the initiation of the hearing timeline. However, the hearing timeline may be extended at the joint request of both parties to the hearing, or at the discretion of the hearing officer in response to a single-party request.

High School Completion

Progression through and completion of high school are significant in assessing the success of an educational system. Obtaining a high school diploma carries significant psychological and financial importance for students with disabilities, as it does for all students. It becomes important, therefore, to track the level at which students receiving special education services remain in school and graduate with a standard diploma. The following pages show the progress made to date with regard to the Desired Results listed below.

Desired Results:

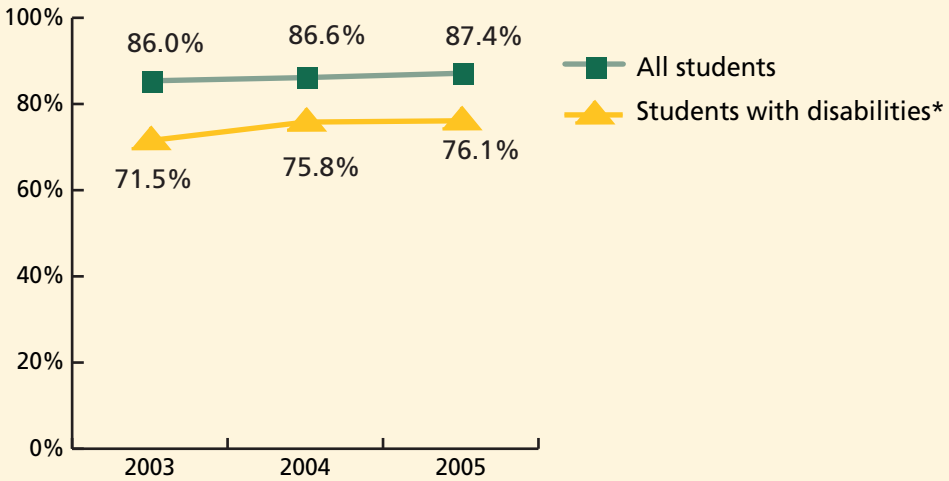
The following are targets that have been defined for the 2005-2006 school year.

- The percent of youth with IEPs graduating with a regular diploma will be no more than 11 percentage points lower than the percent of all youth graduating with a regular diploma.
- The percent of youth with IEPs dropping out of high school will be no more than 1.85 percentage points higher than the percent of all youth dropping out of high school.

Observations:

- While the graduation rate for all students has increased since 2003, the graduation rate for students with disabilities has increased more during the same time period.
- The gap between the graduation rates of students with and without disabilities has decreased significantly since 2003, from 14.5 percentage points to 11.3 in 2005. However, the gap increased from 2004 to 2005.
- In 2005, the dropout rate for students with IEPs, 6.1%, was 1.6 percentage points higher than for all students, 4.5%.

High School Graduation Rate – 2003-2005



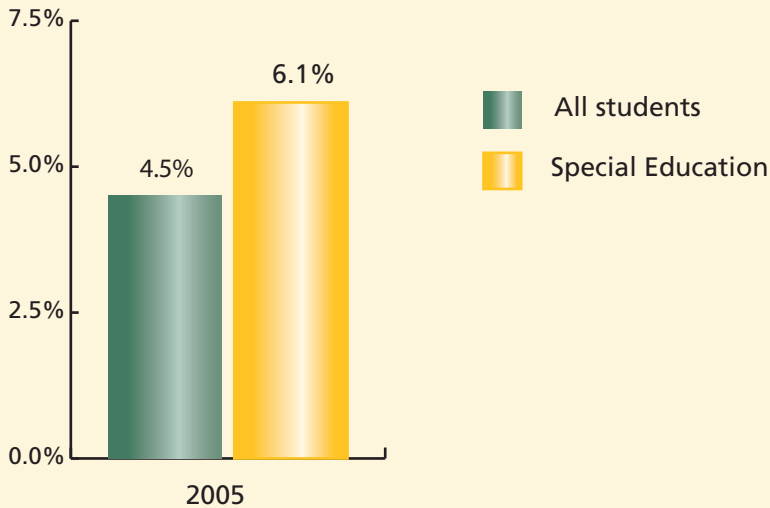
**Prior to 2004, students with disabilities included students receiving special education services and students with a Section 504 plan.*

The Graduation Rate in Illinois is defined as the percent of the original freshman class who graduated with a standard diploma, adjusted for student transfers and deaths.

While the graduation rate for all students has increased since 2003, the graduation rate for students with disabilities has increased more. From 2003 to 2005, the gap between the graduation rates of students with disabilities and all students has decreased from 14.5% to 11.3%.

However, the 2005 graduation rate for students with disabilities did not see the same amount of improvement as in past years, increasing only by 0.3%. Further, the gap between the graduation rates of students with disabilities and all students increased in 2005.

High School Drop out Rate — 2005



The **High School Dropout Rate** in Illinois is defined as the number of dropouts in grades 9-12 divided by the enrollment in grades 9-12.

2005 is the first year that dropout data for students with disabilities were available for comparison with dropout data for all students.

In 2005, the dropout rate for students with IEPs was higher than for all students. The 2005 school year will become a baseline from which to measure the effectiveness of improvement activities in this area in future school years.

Student Performance

Assessing the success of an educational system for students with disabilities goes beyond gaining access to educational opportunities. It must involve a systematic evaluation of how well students receiving special education services are actually learning.

In Illinois, state tests are used to measure the performance of students against the Illinois Learning Standards. Access to the general education curriculum increases the potential for success on state tests because it provides opportunities for students to learn the content and skills being tested.

The statements below summarize the goals and status of increased learning while the charts in this Student Performance Section display the progress and challenges that remain for students receiving special education services as reflected by the various Illinois tests.

Desired Results:

The following are targets that have been defined in the Illinois State Performance Plan for the 2005-2006 school year.

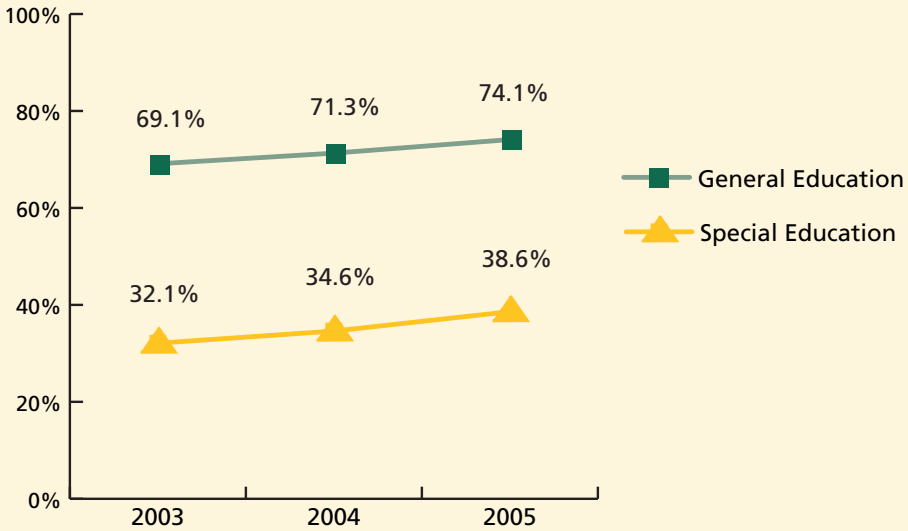
- At least 95% of students with disabilities participating in the state assessments.
- At least 32% of students with disabilities who perform at the “Meet Standards” or “Exceed Standards” levels as measured by State Reading tests.

- At least 35% of students with disabilities who perform at the “Meet Standards” or “Exceed Standards” levels as measured by State Math tests.

Observations:

- Almost ninety-nine percent (98.8%) of students receiving special education services participated in state sponsored assessments in 2005.
- In elementary school, an increased percentage of both general education students and students receiving special education services continued to meet and exceed Illinois Learning Standards as measured by the Illinois Standards Achievement Test (ISAT). The major increases for students receiving special education services came in reading and science while math results showed steady gains.
- In high school, both general education students and students receiving special education services were less proficient in their knowledge of Illinois Learning Standards in 2005 as measured by the Prairie State Assessment Examination (PSAE), after showing an increase in 2004.
- With the exception of the state science assessments, the gap between the test scores of students receiving special education services and those receiving general education has not decreased significantly since 2003.

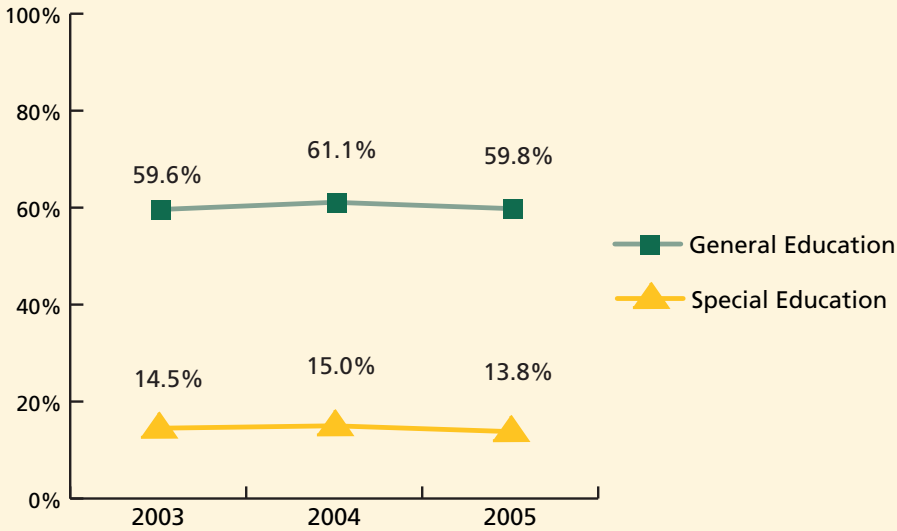
Performance on the Illinois Standards Achievement Test (ISAT) — 2003-2005



The Illinois Standards Achievement Test (ISAT) measures the performance of students in grades 3, 4, 5, 7 and 8. This chart illustrates the percent of students performing at “Meet Standards” or “Exceed Standards”. Combined score: Reading, Mathematics and Science; all grades tested.

ISAT performance for students receiving special education services has steadily improved since 2003. However, the gap between special education and general education performance has only marginally decreased.

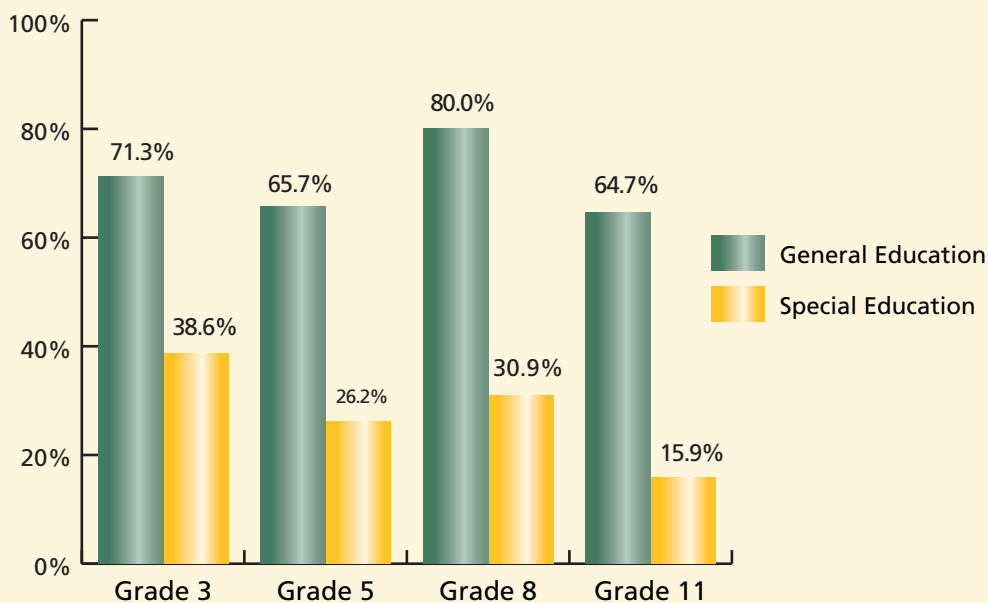
Performance on the Prairie State Achievement Examination (PSAE) — 2003-2005



The Prairie State Achievement Examination (PSAE) measures the performance of students in the 11th grade. This chart illustrates the percent of students performing at "Meet Standards" or "Exceed Standards". Combined score: Reading, Mathematics and Science.

PSAE performance for students receiving special education services has declined since 2003. Further, the gap between special education and general education performance increased during that same period.

Performance on the State Reading Tests* – 2005

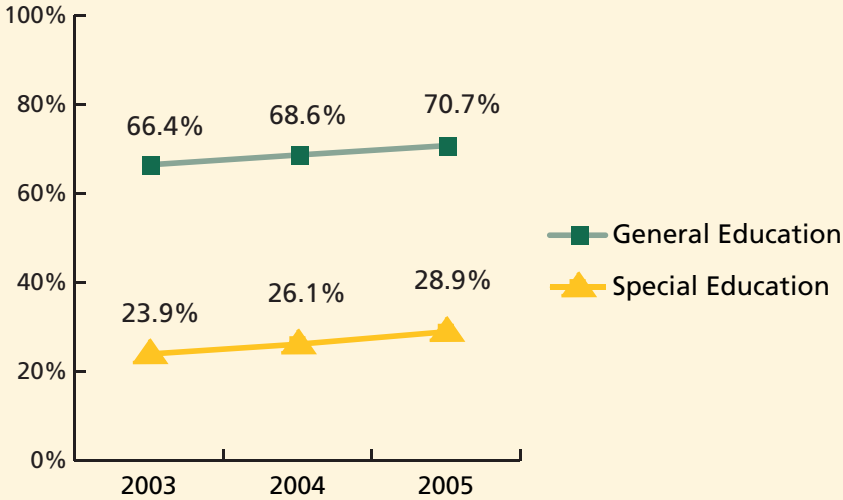


*ISAT for grades 3, 5 and 8; PSAE for grade 11

This chart illustrates the percent of students performing at "Meet Standards" or "Exceed Standards".

The gap in reading test performance between students receiving special education services and those in general education is greatest at the 8th and 11th grade levels.

Performance on the State Reading Tests* — 2003-2005

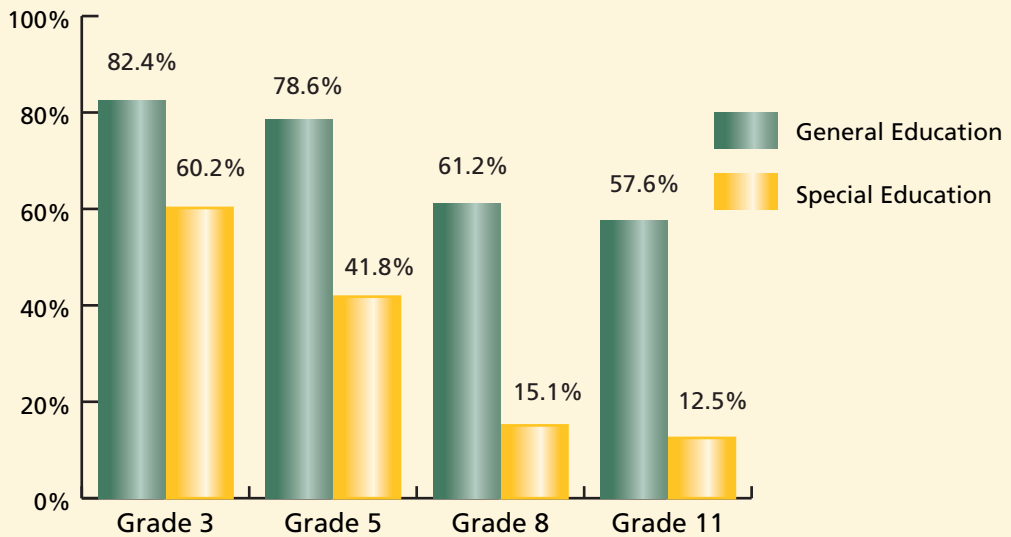


*ISAT for grades 3, 5 and 8; PSAE for grade 11

This chart illustrates the percent of students performing at “Meet Standards” or “Exceed Standards” in Reading for the past three years. Combined scores for grades 3, 5, 8 and 11.

Reading test performance for both students receiving special education services and those in general education has improved since 2003. However, the gap between the two has shown little improvement during that same period.

Performance on State Mathematics Tests* — 2005

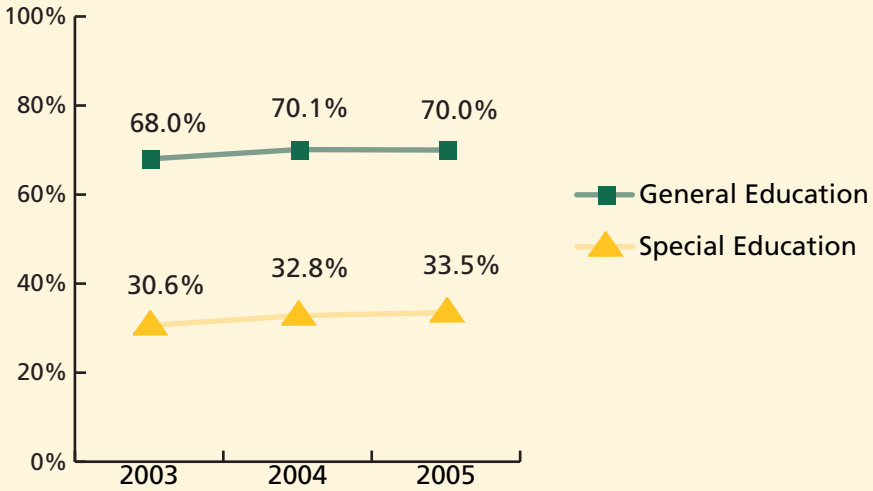


*ISAT for grades 3, 5 and 8; PSAE for grade 11

This chart illustrates the percent of students performing at “Meet Standards” or “Exceed Standards”.

The gap in mathematics test performance between students receiving special education services and those in general education is greatest at the 8th and 11th grade levels.

Performance on State Mathematics Tests* — 2003-2005

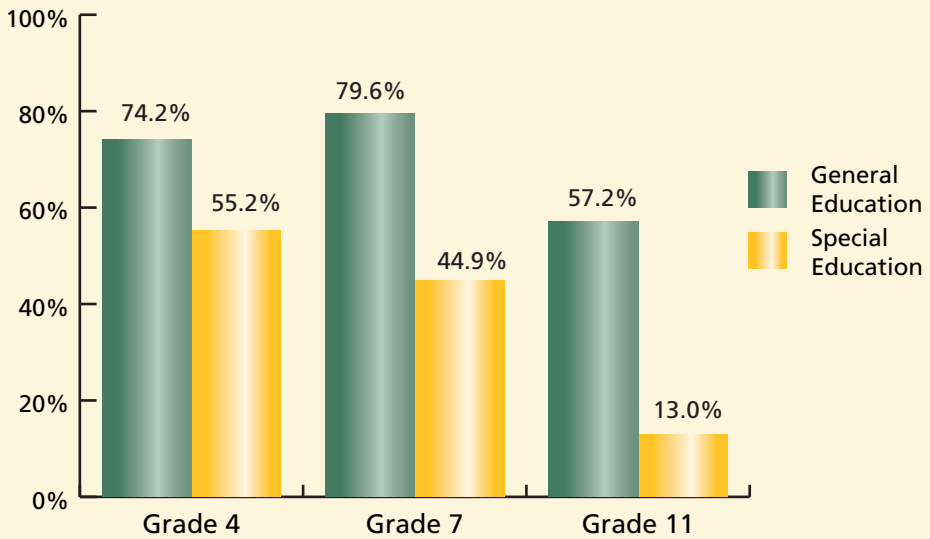


*ISAT for grades 3, 5 and 8; PSAE for grade 11

This chart illustrates the percent of students performing at “Meet Standards” or “Exceed Standards” in Mathematics for the past three years. Combined scores for grades 3, 5, 8 and 11.

Mathematics test performance for both students receiving special education services and those in general education has improved from 2003 to 2005. However, the gap between the two has decreased only slightly during that time.

Performance on State Science Tests* — 2005

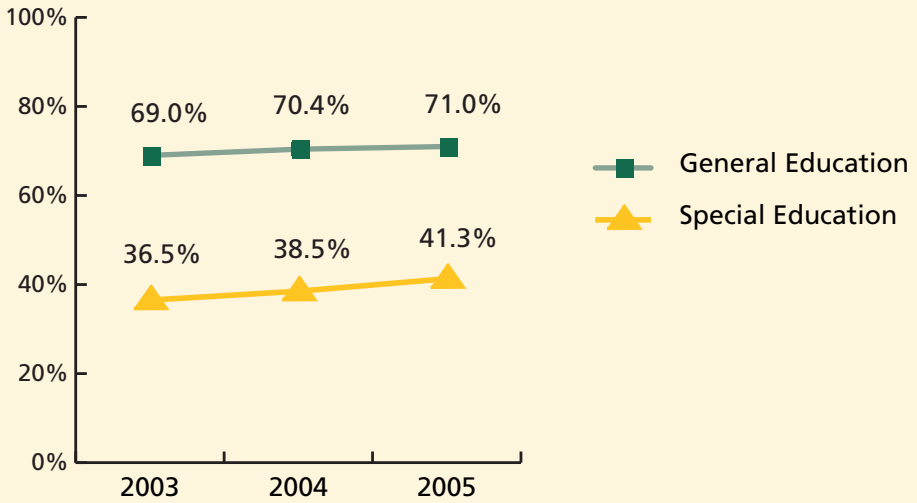


*ISAT for grades 4 and 7; PSAE for grade 11

This chart illustrates the percent of students performing at "Meet Standards" or "Exceed Standards"

The gap in science test performance between students receiving special education services and those in general education is greatest at the 11th grade level.

Performance on the State Science Tests* — 2005

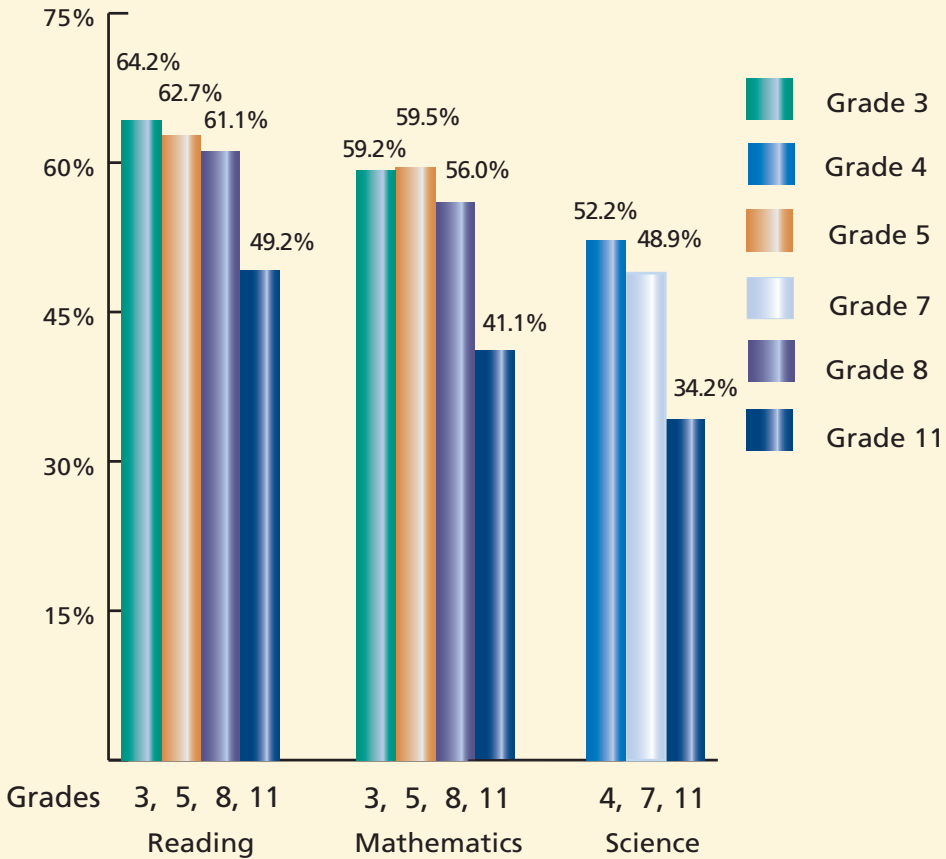


*ISAT for grades 4 and 7; PSAE for grade 11

This chart illustrates the percent of students performing at “Meet Standards” or “Exceed Standards” in Science for the past three years. Combined scores for grades 4, 7 and 11.

Science test performance for students receiving special education services has improved significantly since 2003. Further, the gap between the two has decreased by 2.8 percentage points, from 32.5 to 29.7.

Performance on the Illinois Alternate Assessment (IAA) — 2005



This chart shows the percent of students receiving special education services who perform at the "Progressing" or "Attaining" levels.

The 2005 alternate assessment portfolio process reflects a smaller percentage of students at the "Progressing" or "Attaining" levels in the higher grades than in the lower grades for all three subjects. The most significant decrease occurs between the 8th and 11th grade tests in reading and math, and the 7th and 11th grade tests in science.

Educational environment refers to the extent to which students with disabilities receive special education and related services in natural environments, classes or schools with their non-disabled peers. Research* has shown that students with disabilities who are educated in the least restrictive environment show increased motivation, higher self-esteem, improved communication and socialization skills, and greater academic achievement than those students in a more restrictive, or segregated, environment.

Educational environments can be generally classified into four settings:

1. Students receiving special education or related services outside the general education classroom less than 21% of the time,
2. Students receiving special education or related services outside the general education classroom 21% to 60% of the time,
3. Students receiving special education or related services outside the general education classroom more than 60% of the time, and
4. Students receiving special education or related services in a separate educational setting.

The charts in the Educational Environment Section show the shift in student placement that is gradually taking place in Illinois. The charts also illustrate these findings by disability and by race.

Desired Result:

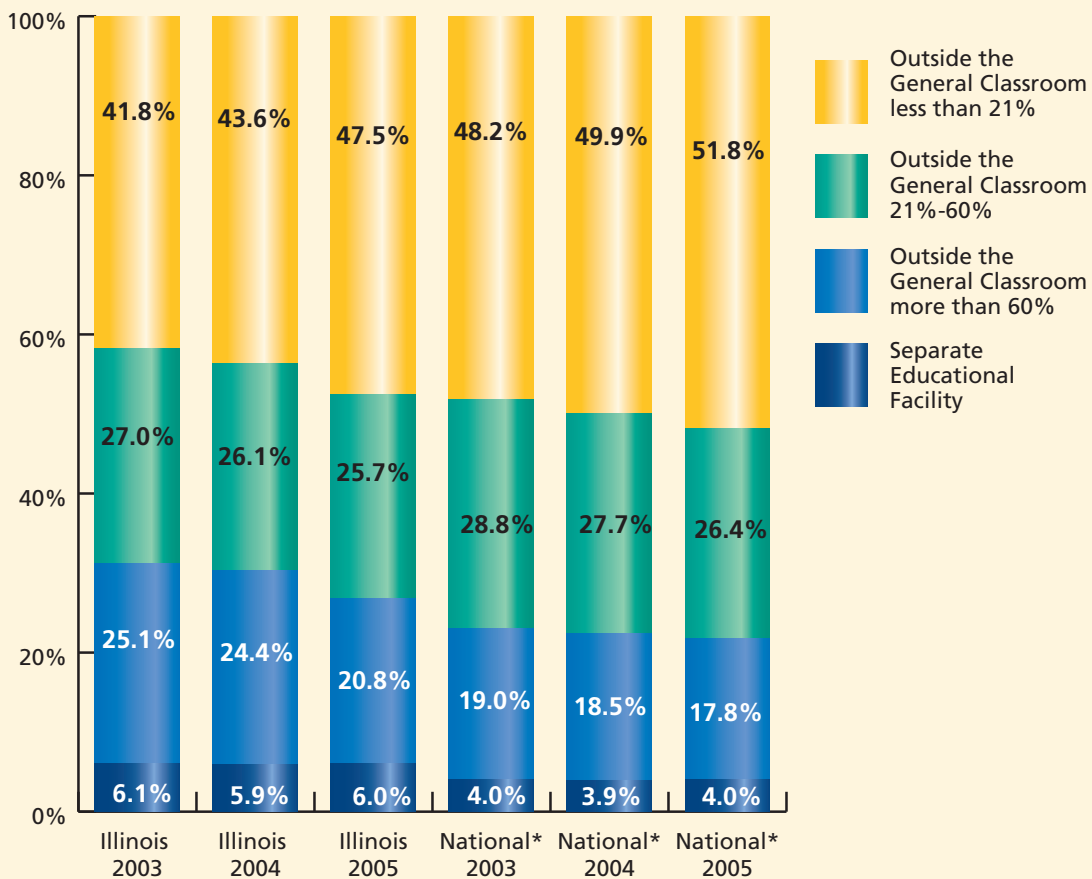
The following are targets that have been defined in the Illinois State Performance Plan for the 2005-2006 school year.

- At least 48% of students with disabilities receiving special education services outside of the general education classroom less than 21% of the time.
- No more than 20.5% of students with disabilities receiving special education services outside of the general education classroom more than 60% of the time.
- No more than 5.57% of students with disabilities receiving special education services in a separate educational facility.

Observations:

- The percent of students receiving special education services outside of the general education classroom less than 21% of the time increased each year since 2003, while the percent of students with disabilities served in a separate facility has remained fairly constant during that time.
- Students who are black receive special education services in less integrated settings than any other race/ethnic group.
- Almost one third (29.9%) of students identified with Emotional Disturbance received special education services in a separate educational facility in 2005.
- Over three-fourths (76.1%) of students with Mental Retardation are either served outside of a regular classroom more than 60% of the time or are in a separate facility, the highest of any disability category.
- Illinois serves students in less inclusive settings than the national averages for all of the six highest incidence disabilities except Speech/Language Impairment.

Placement in a Variety of Educational Environments, Ages 6-21 – 2003-2005

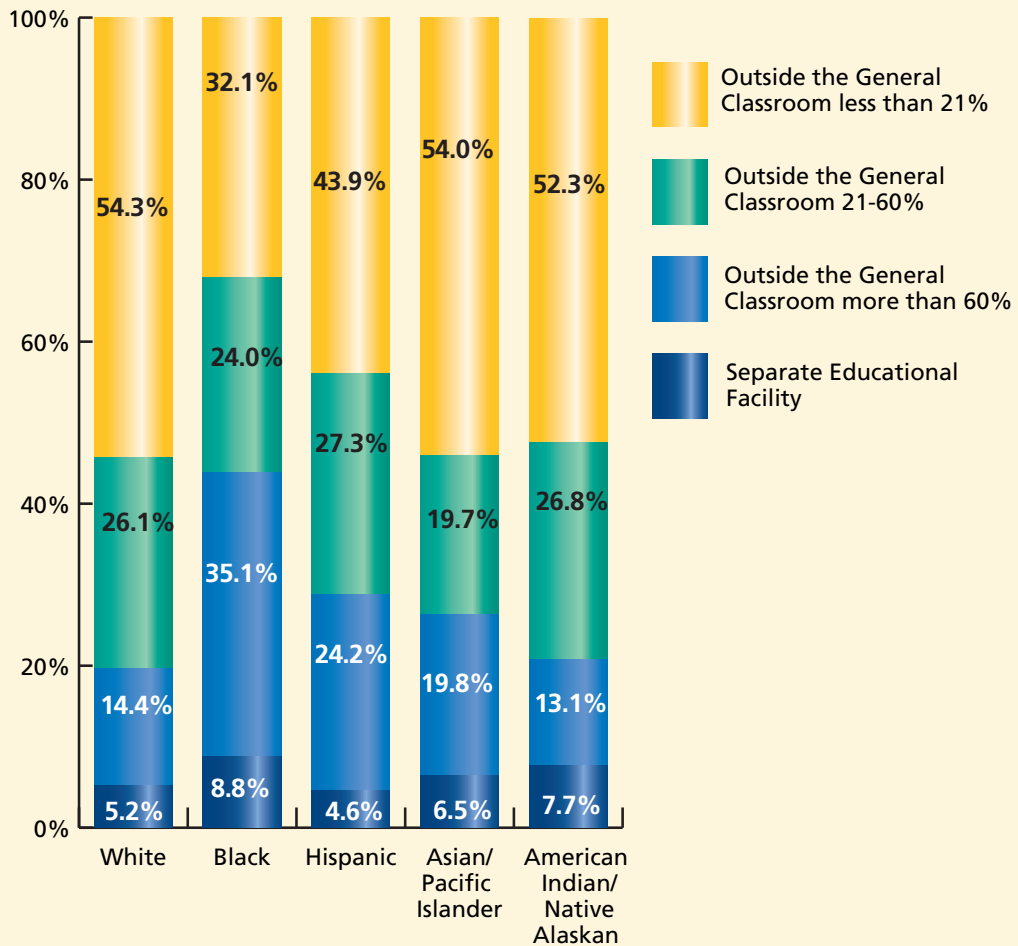


*Source: U.S. Department of Education, Office of Special Education Programs (OSEP).

This chart displays the percent of Illinois students with disabilities receiving services in various educational environments for the past three years, compared to national statistics for the same time period.

The percent of students receiving special education services outside of the general education classroom less than 21% of the time increased in 2005, while the percent of students with disabilities served in a separate facility has remained the same.

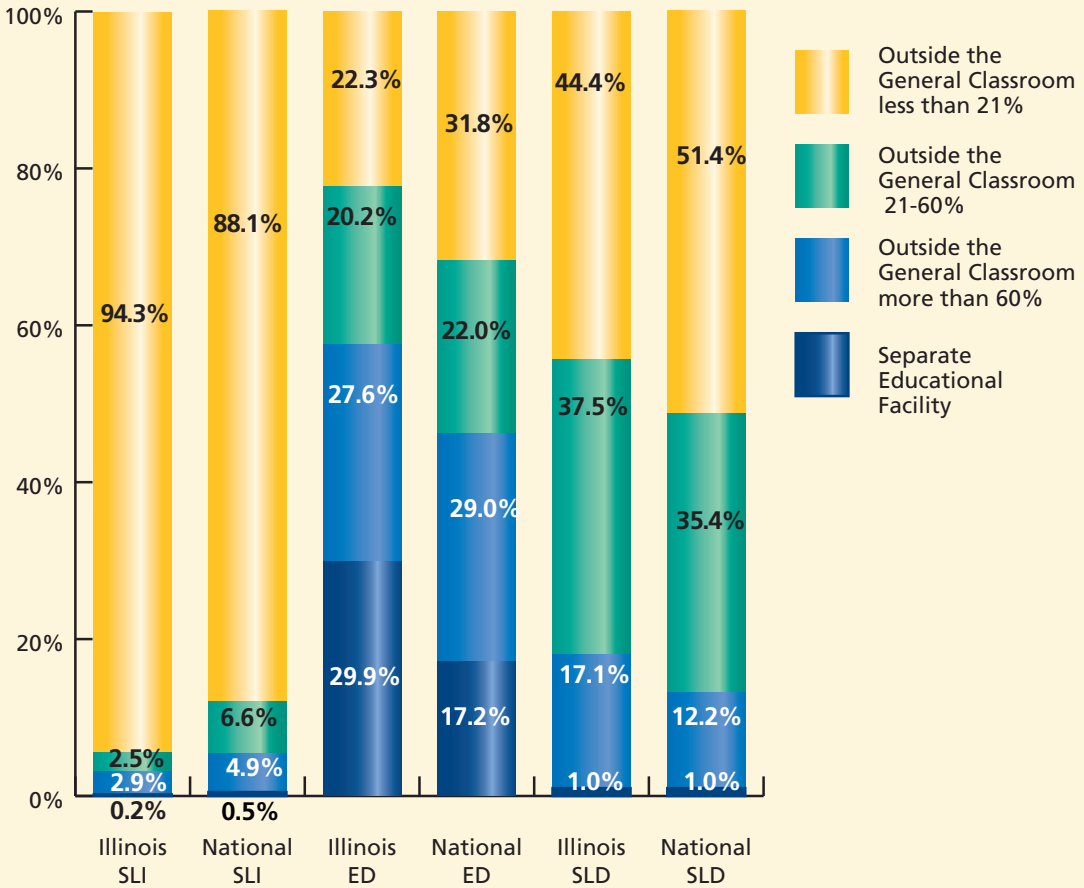
Educational Environments by Race/Ethnicity, Ages 6-21 — 2005



This chart displays settings for the five race/ethnicity categories: White, Black, Hispanic, Asian/Pacific Islander, and American Indian / Alaskan Native.

Students who are black receive special education services in less integrated settings than any other race/ethnic group, and are more likely to receive those services in a separate educational facility than other groups. Students who are Hispanic are less likely to receive special education services in separate educational facilities than any other race/ethnic group.

Educational Environments for Specific Disabilities, Ages 6-21 — 2005

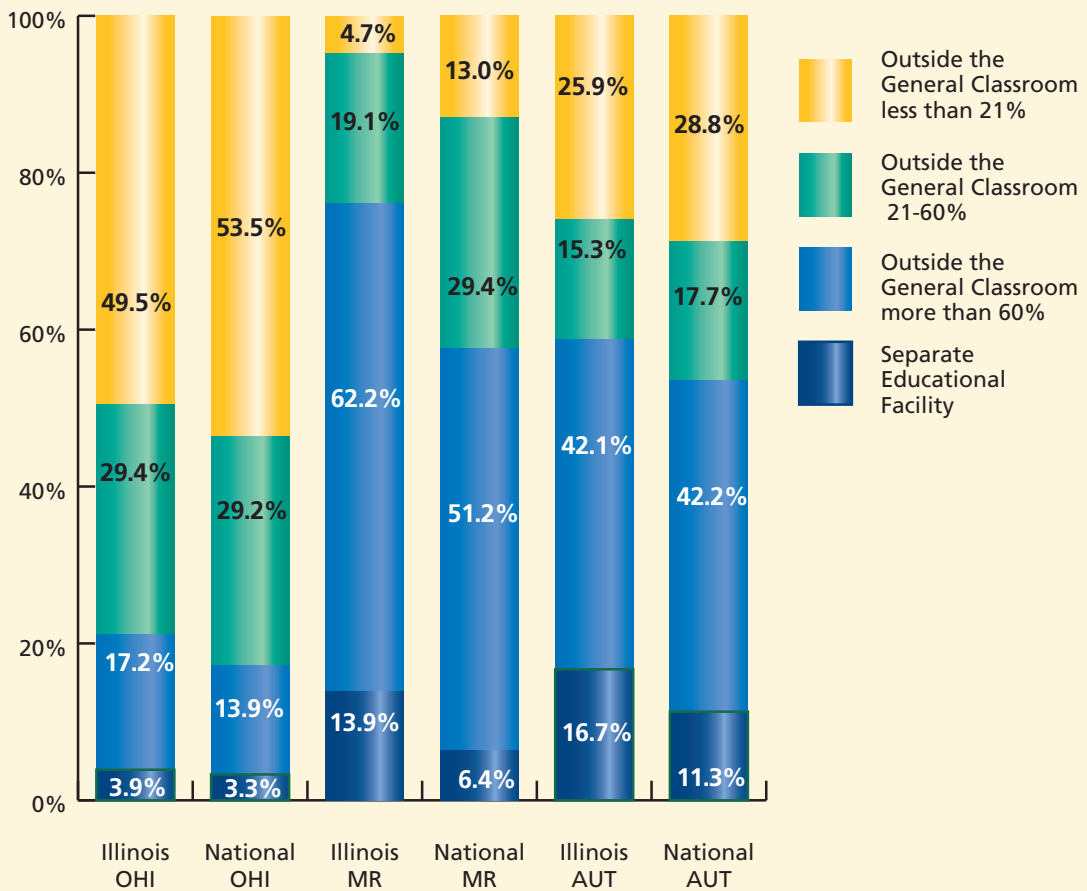


This chart displays student settings by the following disability categories: Speech/Language (SL), Emotional Disturbance (ED) and Specific Learning Disability (SLD).

Illinois serves students in less inclusive settings than the national averages for both Emotional Disturbance and Specific Learning Disability. Almost one third of students identified with Emotional Disturbance receive special education services in a separate educational facility.

Educational Environments for Specific Disabilities, Ages 6-21 — 2005

Educational Environment



This chart displays national student settings for the following disability categories: Other Health Impairment (OHI), Mental Retardation (MR) and Autism (AUT).

Illinois serves students in less inclusive settings than the national averages for Other Health Impairment, Mental Retardation and Autism. Students identified with Mental Retardation in Illinois are likely to spend most of their time outside of the general classroom.

Glossary

AYP – Adequate Yearly Progress. To meet the requirements of the Federal No Child Left Behind legislation, Illinois has defined what adequate yearly progress should be for all Illinois students, including students with disabilities. This is the measure of yearly progress of all public schools and school districts as they attempt to meet the State’s Learning and Performance Standard. For example, the Illinois State Accountability Plan requires that at least 40% of all students in a school meet and exceed the State’s Learning Standards in reading and mathematics as a result of the April 2003 State testing.

Complaints. A complaint is a formal disagreement that can be filed with the Illinois State Board of Education if it is believed that the local school district has not complied with the law or that a child’s educational rights have been violated

Due Process Hearing. A due process hearing is an administrative hearing held to resolve disagreements between the parent and the school district. Due process hearings may be requested by either the parent (or the child at age of majority) or the school district.

IAA – Illinois Alternate Assessment. The Illinois Alternate Assessment (IAA) is the instrument the State uses to measure the learning of students with significant disabilities. The IAA reflects students’ progress in achieving the knowledge and skills they are expected to learn via a

portfolio of student work and other materials. Students with severe disabilities participate in the IAA if their Individualized Education Programs (IEPs) indicate that participation in the state’s regular assessments, the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Examination (PSAE), is not appropriate.

IDEA – Individuals with Disabilities Education Act. Federal legislation that ensures all children with disabilities have available to them a free appropriate public education that includes special education and related services designed to meet their unique needs.

IEP – Individualized Education Program. A written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with the provisions of IDEA.

IMAGE – Illinois Measure of Annual Growth in English. The Illinois Measure of Annual Growth in English (IMAGE) is the instrument the State uses to measure the progress of students with limited English proficiency (LEP) in attaining the English-language reading and writing skills needed to achieve the Illinois Learning Standards.

ISAT – Illinois Standards Achievement Test. The Illinois Standards Achievement Test (ISAT) is the instrument the State uses to measure individual student achievement relative to the Illinois Learning Standards.

Mediation. Mediation is a voluntary process in which parents and school district personnel are brought together to resolve disputes with the help of a trained mediator. Mediation is designed to resolve issues without going to the often more expensive and more formal due process hearing.

PSAE – Prairie State Achievement Examination. The Prairie State Achievement Examination (PSAE) is the instrument the State uses to measure achievement of grade 11 students relative to the Illinois Learning Standards for reading, mathematics, writing, science and social science.

SPP – State Performance Plan. A six-year plan designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the State will improve its implementation. The SPP consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the six-year period.

IDEA requires states to develop and submit the SPP to the Office of Special Education Programs (OSEP) at the U.S. Department of Education.

A link to the Illinois State Performance Plan, Part B for 2005-2010 can be found on the Special Education Services home page, www.isbe.net/spec-ed.

Special Education Categories

Autism. A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child'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. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Deaf-Blindness. 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 children with deafness or children with blindness.

Deafness. A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Emotional Disturbance. (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance) 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 child's educational performance:

- 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 behavior or feelings under normal circumstances;
- A general pervasive mood of anxiety or unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Hearing Impairment. An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

Mental Retardation. Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Multiple Disabilities. Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The

term does not include deaf-blindness.

Orthopedic Impairment. A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment. Limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that

- is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia; and
- adversely affects a child's educational performance.

Specific Learning Disability. 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, including such conditions as perceptual disabilities, brain injury, minimal

brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or Language Impairment.

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic Brain Injury. 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 a child's educational performance. 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; psychosocial functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual Impairment. An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

End Notes

Educational Environment.

For summaries of research on educating students with disabilities in the least restrictive environment, see the following:

Moore, C. & Gilbreath, D. (1998) Educating students with disabilities in general education classrooms: A summary of the research. Western Regional Resource Center, http://interact.uoregon.edu/wrrc/AKI_nclusion.html

The United States Department of Education's 21st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (April, 2000) III-21 — III 27, <http://www.ed.gov/about/reports/annual/osep/1999/index.html>