Multiple Disabilities

I. Background

Definition

- [http://nichcy.org/disability/specific/multiple](http://nichcy.org/disability/specific/multiple)

(Great, informational, and easy to read website. Yet the center has lost its federal funding with the Dept. of Education's Office of Special Education Programs. Their Website and its free resources will be available until September 30, 2014)


PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

e-CFR Data is current as of October 21, 2013

§300.8 Child with a disability.

(7) Multiple disabilities means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

[http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=96025ad40230ae0f4a530ec51d0519ca&rgn=div5&view=text&node=34:2.1.1.1.1&dno=34#34:2.1.1.1.1.1.36.7](http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=96025ad40230ae0f4a530ec51d0519ca&rgn=div5&view=text&node=34:2.1.1.1.1&dno=34#34:2.1.1.1.1.1.36.7)

Multiple Disabilities (MD) means two or more impairments at the same time (for example, intellectual disability with blindness, specific learning disability with orthopedic impairment), 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.


National Dissemination Center for Children with Disabilities.
**Characteristics**

Individuals with severe and multiple disabilities may exhibit a wide range of characteristics depending on the combination and severity of the disabilities.

Psychological and Behavioral Characteristics may include:

- limited speech and communication
- Difficulty in basic physical mobility
- Tendency to forget skills through disuse
- Trouble generalizing skills from one situation to another
- A need for support in major life activities
- A variety of medical problems may accompany severe disabilities. Examples include seizures, sensory loss, hydrocephalus, and scoliosis.

**Prevalence/Incidence**

- An equal number of girls and boys are affected
- About 0.18% of the student population is covered under IDEA for severe and multiple disabilities in the United States.
- In the 2002-2003 school year, the states reported to the U.S. Department of Education that they were providing services to 140,209 students with multiple disabilities


- Over 131,000 students were given services during the 2009-2010 school year for multiple disabilities

The decrease in the number of students who were given special education services were due to a number of factors

- Reclassification of some disabilities
- Early detection and intervention required different levels of services, changing the amount of special services needed


**Causes of Multiple Disabilities**

Often, no one knows.

- Chromosomal abnormalities
- Lack of oxygen at birth
- Premature birth
- Difficulties after birth
• Poor development of the brain or spinal cord
• Infections
• Genetic disorders
• Injuries from accidents

Whatever the cause, the result is that the child has multiple disabilities. Fortunately, there’s help available. Keep reading to find out more.

http://nichcy.org/disability/specific/multiple#beyond

Most children with multiple disabilities are diagnosed early. Parents often notice physical abnormalities or cognitive development delays. Medical attention is usually sought and diagnosis with medical treatment is usually performed. Theses early interventions are just the beginning to determining eligibility and providing appropriate services

Determining Eligibility

Johns Hopkins University Special Education Department released a involved account on determining the eligibility of student with Multiple Disabilities.

IEP Team Evaluation and Determination of Eligibility

The definition of multiple disabilities has not changed, but the MSDE guidance for accurately implementing and reporting students with multiple disabilities has been refined to emphasize the programmatic differences required to address both cognitive-based impairments as well as a sensory and/or physical-based disabilities.

The IEP Process Guide clarifies, “The IEP team is to document the two or more disabling conditions that constitute the student as a student with multiple disabilities. These disabilities would be a combination of:

• sensory and cognitive,
• sensory and physical, or
• cognitive and physical disabilities

that manifest such severe educational problems that the student’s specialized instruction and supplementary services does not accurately describe the student’s needs solely for one of the impairments.

It is the responsibility of each child’s IEP team, including the child’s parents, to identify the disability or disabilities that adversely affecting the child’s ability to access the general curriculum, thus requiring the provision of special education. If a child has one or more disabling conditions, and the IEP team is considering multiple disabilities, the IEP team needs to determine whether the combination of the disabilities are so severe that the student cannot have his or her instructional needs addressed through the use of diversified instructional practices, accommodations, supplementary aids, services, supports, and program modifications in special education solely for one of the impairments.
(b) **Conduct of evaluation.** In conducting the evaluation, the public agency must—

(1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining—

(i) Whether the child is a child with a disability under § 300.8; and

(ii) The content of the child’s IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);

(2) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

(3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

(c) **Other evaluation procedures.** Each public agency must ensure that—

(1) Assessments and other evaluation materials used to assess a child under this part—

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

(iii) Are used for the purposes for which the assessments or measures are valid and reliable;

(iv) Are administered by trained and knowledgeable personnel; and

(v) Are administered in accordance with any instructions provided by the producer of the assessments.

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results
accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child’s impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

(4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(5) Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children’s prior and subsequent schools, as necessary and as expeditiously as possible, consistent with § 300.301(d)(2) and (e), to ensure prompt completion of full evaluations.

(6) In evaluating each child with a disability under §§ 300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

(7) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.


http://olms.cte.jhu.edu/olms/data/resource/4797/Multiple Disabilities-TA.doc

II. Strategy and Intervention
   a. Individualized Education Program (IEP)

34 C.F.R. §300.320(a)(1) – (2)(i)

(a) General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§ 300.320 through 300.324, and that must include—

(1) A statement of the child’s present levels of academic achievement and functional performance, including—

(i) How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
(ii) For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—

(A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child’s other educational needs that result from the child’s disability;

Instruction

Instructionally, the IEP team must review all existing data and information provided within the Present Levels of Academic Achievement and Functional Performance to address each of the child’s academic, general intelligence, behavioral, social emotional, health, vision, hearing, functional, communicative, and motor needs and how it affects the child’s involvement and progress in the general education curriculum, or for children in preschool, how it affects their ability to participate in appropriate activities.

Includes:

- instructional levels of the student.
- Identifies strengths and weaknesses.
- Lists measurable goals and objectives to be addressed.
- Reflects schedule for review, procedure of implementation and evaluation criteria.
- Indicates special education and related services to be provided.

Who participates in the IEP TEAM? IEP Team Chairman

Parent
Student
General Educator
Special Educator
Psychologist
Related Services Provider (SLP, OT, PT)
School Nurse
Guidance Counselor
Pupil Personnel Worker
Other Individuals as is Appropriate*

http://olms.cte.jhu.edu/olms/data/resource/4797/Multiple_Disabilities-TA.doc

http://www.bcps.org/offices/special_ed/iep.html#iep

b. Strategy/Interventions

1. Evidenced Based

A) A Field Study of a Standardized Tangible Symbol System for Learners
Who Are Visually Impaired and Have Multiple Disabilities
Ellen Trief, Paul W. Cascella, and Susan M. Bruce

Structured abstract: Introduction: The study reported in this article tracked the learning rate of 43 children with multiple disabilities and visual impairments who had limited to no verbal language across seven months of classroom-based intervention using a standardized set of tangible symbols. Methods: The participants were introduced to tangible symbols on a daily basis during a seven-month field study. The tangible symbols were embedded into the curriculum during daily classroom routines and were used in addition to any other forms of expressive or receptive communication that were already in place in the classroom. The data were collected daily from teachers and therapists. Throughout the seven-month period, data were recorded for 30,220 opportunities to use tangible symbols. The participants had 2 to 9 recorded opportunities to use tangible symbols per day throughout the study. Results: Over a four-month period, the participants identified 46% of the tangible symbols to which they were exposed, and cognitive, language, play, and symbolism skills were not factors related to the successful acquisition of tangible symbols. The strongest predictor of outcome was independent ambulation, and seven symbols were the most often identified. In addition, decontextualized pre- and posttesting proved less effective as a measurement tool than did daily classroom probes immediately following activities. Discussion: The results suggest that even children with the most severe impairments were able to identify the use of many of the tangible symbols. Implications for practitioners: One implication of this research is that data collection allows teachers or therapists to measure progress in the acquisition of tangible symbols objectively and that it fosters the development of goals for the students’ Individualized Education Programs

B) Implementing AAC with children with profound and multiple learning disabilities: a study in rationale underpinning intervention.

There is a developing research base to support the rationale underpinning augmentative and alternative communication (AAC) for people with learning disabilities. However, there is a paucity of research examining the process involved in implementing AAC support for people who have profound disabilities. This paper seeks to explore the processes involved in planning and implementing AAC systems to support the communication of two 6 year olds with profound and multiple learning disabilities. Following assessment, a plan of intervention involving specific implementation of objects of reference, gestures and signs was implemented to enhance communication opportunities for both children. Both children improved their communication skills through use of specific AAC supports. Results suggest that important aspects to include when planning intervention are understanding the level of each child’s cognition in relation to their receptive abilities and a consistent, collaborative approach where strategies are agreed between team members. Specific challenges are discussed.


2. Promising Practices
A). Where are teachers’ voices? A research agenda to enhance the communicative interactions of students with multiple and severe disabilities at school
Purpose. Despite the importance of communication for educational participation, researchers have observed low frequencies of communication between teachers and students with multiple and severe disabilities (MSD). Little is known about reasons for these low frequencies. This article explores the literature to develop a new research agenda for approaching this issue.

Method. Selected studies were reviewed, including qualitative studies involving teachers of students who use augmentative and alternative communication (AAC) in mainstream classrooms.

Results. Teachers identified a broad range of issues that influence their ability to educate students who use AAC or demonstrate other significant communication needs. These factors include teachers’ attitudes, perceptions and beliefs and broader contextual factors, such as administrative support at the institutional level. However, to date, there has been little research with teachers of students with MSD about factors influencing communication with their students.

Conclusions. A broad range of potential factors may impact upon teachers’ ability to communicate with their students. Further research involving teachers of students with MSD is needed to explore the range of potential factors influencing low frequencies of communication. This research may contribute to an understanding of how best to support teachers to enhance communication access for students with MSD in the classroom.

www.ncbi.nlm.nih.gov/pubmed/20001449

How musical engagement promotes well-being in education contexts: The case of a young man with profound and multiple disabilities

KATRINA S. MCFERRAN, Associate Professor1 & HELEN SHOEMARK, Honorary Senior Fellow1,2
1Melbourne Conservatorium of Music, The University of Melbourne, Australia and 2Critical Care & Neurosciences, Murdoch Childrens Research Institute, Australia

Abstract

Students with profound intellectual disabilities disorders (IDDs) have the right to participate in educational opportunities that recognize their unique resources and needs, as do all children. Because of their specific communication challenges, positive relationships with attentive communication partners are critical for success. In fact, the power of positive relationships in schools is recognized to be connected to student well-being more broadly. This article examines the case of one young man with profound IDD and his relationship with his music therapist using a duo-ethnographic informed paradigmatic case study. Video analysis based on multi-voice perspectives is used to generate hermeneutic phenomenological findings to closely examine the relationship between a young man with profound IDD and a music therapist. The voices of four allied health researchers were also gathered to inform the authors’ construction of an informed commentary.
on the phenomenon. The results suggest that the essence lay in a combination of attentive, responsive and creative being with the other person over time. Four principles of musical engagement were identified in the video footage as critical to the meaningful relationships through music: the music therapist listens; the music therapist takes responsibility for structure; spontaneous initiation is sought from the young person; and the relationship is built over time. These concepts are contextualized within a discussion of student well-being that is underpinned by positive relationships and leads to students achieving their full potential within diverse school contexts.

www.ncbi.nlm.nih.gov/pubmed/23930986

2. Use with Caution Practices

A) Determining Alertness in Individuals with Profound Intellectual and Multiple Disabilities: The Reliability of an Observation List
Vera Munde, Carla Vlaskamp, Wied Ruijssenaars, and Han Nakken
University of Groningen, the Netherlands
Abstract: In the support of individuals with profound intellectual and multiple disabilities (PIMD), assessing the level of alertness is a recurring issue for parents and other direct support persons. Although observations show clear advantages above and beyond other assessment methods, there are problems related to this method as well. Subjectivity of interpretation and low reliability results have been described as the main problems. In the present study, our aim was to estimate the reliability of the Alertness Observation List (AOL) while, at the same time, minimizing the problems entailed in observations. We calculated both the inter-observer agreement and intra-observer agreement for 39 situations. Since the results exceeded the formulated 80%-criterion, we concluded that the AOL was a reliable instrument. However, the large range found in the results was striking. Moreover, observers with different information about the observed individuals came up with different reliability scores. To determine the value of observation of individuals with PIMD, it might well be necessary to judge the actual usefulness that the instrument has in clinical practice, besides the reliability of the results.


B) Biomusic: A Novel Technology for Revealing the Personhood of People with Profound Multiple Disabilities
STEFANIE BLAIN-MORAES 1, STEPHANIE CHESSER 2, SHAUNA KINGSNORTH 3, PATRICIA MCKEEVER 3 & ELAINE BIDDISS 3
1 Department of Physical Medicine and Rehabilitation, University of Michigan, USA, 2 Department of Leisure and Recreation, University of Waterloo, Canada, and 3 Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital,
Abstract
It is often difficult for family members and caregivers to interact with persons with profound multiple disabilities (PMD) because of the severely compromised communicative repertoire of this population. The resulting communication challenges may limit the ability of others to perceive personhood in individuals with PMD. This preliminary study investigated the effects of music generated in real time from physiological signals (biomusic) on caregiver perceptions of their interactions with persons with PMD. Caregivers (n = 10; parents and clinical staff) engaged in four, 10-min interactions with a person with PMD (n = 3; diagnoses: traumatic brain injury, pervasive developmental disorder, hypoxic brain injury), whose biomusic was projected throughout. Caregivers participated in two open-ended, semi-structured interviews to explore the effect of biomusic on these interactions. Most caregiver responses to biomusic were very positive, and many reported that biomusic caused an improvement in their interaction with and perceptions of the person with PMD. By providing audible evidence of the changing physiological state of persons with PMD, biomusic may enhance the perceived personhood of these individuals and enrich interactions with their family members and caregivers.

III. In the News

October 25, 2013

Dog helps boy rise above disabilities http://effinghamdailynews.com/local/x2112906522/Dog-helps-boy-rise-above-disabilities#sthash.0Q0Ngsoo.dpuf

George was “hired” by the Ifferts to be a service dog for young Hunter Iffert. Hunter, who was born with Down Syndrome, has multiple disabilities, and his family felt that a service dog would be helpful by the time Hunter started kindergarten this fall.

Published on Oct 22, 2013

TV9 News: Avinash - A Student from Spastics Society with Multiple Disabilities Gets Comp Sc Degree from Christ College....
Follow us on :
YOUTUBE : http://www.youtube.com/user/tv9kannad...
FACEBOOK : https://www.facebook.com/Tv9Karnataka...
TWITTER : https://twitter.com/tv9kannada
Avinash was a student with Spastics Society of Karnataka and currently a student with Christ University. He has multiple disabilities and suffers from Cerebral Palsy. Senthil is a Software Developer working in Bangalore. He knows Avinash from the time he was in Spastics Society of Karnataka and has been working him in identifying a suitable technology for overcome his challenges in communication.

June 3, 2013


Emergency Responders Bring Real Life to Learning for Oak Hill Students with Disabilities During Community Partners Day

Margaret Sleeper, 16, listens to New Britain Firefighter Richardson Masson explain how they put out fires while her grandmother, Barbara Francoeur, looks on during Oak Hill School's Community Partners Day.

As local fire, police and ambulance vehicles converged on an Oak Hill School site in New Britain last week, what may have appeared to be a crisis was actually emergency responders bringing real life to learning and experience for students with disabilities during an Oak Hill School community partners day.

February 21, 2013


For students with multiple disabilities, a new, specially designed school opens

The Clark County School District Las Vegas, Nevada, welcomed more than 100 students with severe disabilities to a brand new campus this week. The Miller School — which serves about 125 special-needs students — moved into an $18 million, state-of-the-art facility on Wednesday. The new campus — located on the Pecos-McLeod Interconnect near Twain Avenue — replaced its
predecessor about 3 miles miles to the north.

January/February 2013

http://www.eric.ed.gov/?id=EJ1008203
Implementing Applied Behavior Analysis for Effective Orientation and Mobility Instruction of Students with Multiple Disabilities
Working with children who have multiple disabilities that include visual impairments can be especially challenging. Many disabling conditions manifest into behavioral difficulties that may take away from learning. Acting out may be a student’s way of expressing a lack of healthy coping mechanisms in relation to his or her environment. Implementing techniques used during applied behavior analysis may be useful when conducting orientation and mobility (O&M) lessons with children with behavioral disorders. Applied behavior analysis can be used effectively with those who have been diagnosed with vision loss in conjunction with other disabilities, not only those with autism.

2011
Complex contextual influences on the communicative interactions of students with multiple and severe disabilities
The aim of this study was to explore teachers’ perceptions and experiences of supports and obstacles to engaging students with multiple and severe disabilities (MSD) in communicative interactions at school. Eleven teachers of students with MSD participated in two in-depth interviews. Interview transcripts were analysed for narrative structure and content themes. Intercoder reliability for coding of content themes was 87.5%. Participants identified a broad range of factors, including: characteristics of individual students, attitudes, perceptions and beliefs of teachers and other staff, class structure, staffing, opportunities for collegiality, resources, funding, infrastructure, collaboration with speech-language pathologists, appropriate communication education for teachers, the role of government departments, and broader societal factors. The findings suggest that there are complex contextual influences on the communicative interactions of students with MSD. While inadequate systemic supports appear to contribute to low frequencies of communication, systemic factors can be structured so that students participate in activities and have opportunities for communication. Further research is required with teachers of students with MSD to substantiate these findings.
IV. Resources

Parents

http://nichcy.org/families-community/new-to-disability

Multiple Disability fact sheet #10

Facts that families can use to obtain services, further information, and support for children with Multiple Disabilities.

http://www.familyconnect.org/parentsite

Family (Parents) run site providing support and network to related information and services to children with Multiple disabilities

http://www.perkins.org/studentswithmultipledisabilities

Information and support for students with multiple disabilities

http://www.dads.state.tx.us/services/faqs-fact/dbmd.html

A listing of facts and services for Adults and children with multiple and medical/physical disabilities

http://www.pacer.org

Information and support for children with multiple disabilities and their parents
Beyond Pegboards: A Guide for Teaching Adolescent Students with Multiple Disabilities

This is a practical guide that uses a theme-based approach to help teachers create meaningful learning opportunities for students with multiple disabilities. It is filled with very easy to replicate activities that can become a springboard for more activities and ideas. All activities are referenced in a critical skills chart that ties them to the skills and concepts that they address. Examples of how activities relate theme-based teaching to the educational standards are also included. (250 pages)

Shop Offline

If you are a tax-exempt organization in MA, CT, ME, NY or TX, please call to place your order.

In order to shop offline, please call 617-972-7308.

Written requests may be faxed to 617-926-2027 or mailed to:

Perkins Products
175 North Beacon Street
Watertown, MA 02472

Order Form
Purchase this product

Price: $32.00

Discount Code: 

* Quantity: Required

For shipment anywhere outside of the United States, please email us at PerkinsProducts@Perkins.org, fax us at 617-926-2027 or call us at 1-617-972-7308.

You might also consider:

- Remarkable Conversations - A Guide to Developing Meaningful Communication with Children and Young Adults who are Deafblind
- School-to-Work: Developing Transitional Portfolios for Students with Significant

http://nichcy.org/topics/uncategorized

Multiple Disabilities in Your Classroom: 10 Tips for Teachers

Practical Tips for Teachers
How do you address the learning needs of your students with multiple disabilities? Here are some tips that you can use right away in your classroom.

1. **Tap into the student’s strengths.** Each student with multiple disabilities has his or her own set of skills, strengths, and learning needs, which are documented in the IEP (always start with the IEP!). So, it’s a good idea to find out more about the student’s strengths and interests. Parents are a great source of this information, so is the student!

2. **Be ready to make modifications.** The right modifications and accommodations in the classroom can help a student with multiple disabilities access the general education curriculum at a grade-appropriate level. Find out about Supports, Modifications, and Accommodations for Students at: [http://nichcy.org/schoolage/accommodations](http://nichcy.org/schoolage/accommodations)

3. **Ask for the program supports or modifications you need to be included in the IEP.** The student’s IEP can include Program Modifications for School Personnel. Read about this at: [http://nichcy.org/schoolage/iep/iepcontents/modifications-personnel](http://nichcy.org/schoolage/iep/iepcontents/modifications-personnel)

4. **Partial participation can make the difference.** Partial participation means making modifications to the task so that a student with multiple disabilities isn’t excluded from activities. Even if the student isn’t able to complete a task fully or independently, he or she can still participate and benefit from the learning taking place.

5. **Learn about assistive technology (AT).** AT is often the key to inclusion for many students with multiple disabilities. Computers, augmentative/alternative communication systems, and communication boards are just some examples of helpful AT. Visit the Center on Technology and Disability to learn more about which AT devices may be useful for your student:

6. **Learn about accessible textbooks.** The law requires that schools provide students with print disabilities with accessible instructional materials. If your student has difficulties using print materials, visit the National AIM Center to learn where and how to get textbooks and workbooks that your student will be able to use: [http://aim.cast.org/](http://aim.cast.org/)

7. **Don’t give up on a goal; practice and reinforce.** If your student’s disabilities affect his or her intellectual functioning, he or she will be slower to learn new things and will have difficulty applying that learning in new situations. Do not, however, assume that a student who is having difficulty cannot achieve a goal. Plan more hands-on opportunities for learning and practice, give feedback immediately, and repeat the learning task in different settings.

8. **Deal with behavior issues.** Disabilities often affect a student’s behavior, and a combination of disabilities can be especially disruptive. If the student’s behavior is affecting his or her learning or the learning of others, find effective strategies in our Behavior Suite: [http://nichcy.org/schoolage/behavior](http://nichcy.org/schoolage/behavior)

9. **Make the most of paraprofessionals.** Some students with multiple disabilities will require the support of an aide or paraprofessional. Learn effective strategies for working with paraprofessionals on our Paraprofessionals page: [http://nichcy.org/schools-administrators/paras](http://nichcy.org/schools-administrators/paras)

10. **Be involved in the student’s transition planning.** IDEA requires that IEP teams and students plan ahead for the student’s transition from school to the adult world. This is especially crucial for a student who has multiple disabilities. When the time comes for the student to begin planning, have a look at our Transition Suite: [http://nichcy.org/schoolage/transitionadult](http://nichcy.org/schoolage/transitionadult)
Notice of Special Education Services

All of the public schools of Chester County, Pennsylvania provide special, education and related service to resident children with disabilities who are ages three through twenty-one. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services,

(2) the special education programs and related services that are available, (3) The process by which the public schools screen and evaluate such students to determine eligibility, and (4) the special rights that pertain to such children and their parents or legal guardians

Students with Multiple Disabilities

Activities and Resources for Students with Multiple Disabilities: Here you'll find literacy ideas specific to kids who are blind or visually impaired with additional disabilities, including developmental delay, physical challenges, and deafblindness.

Electronic resources

http://www.perkins.org/resources/webcast

Other web resources

Web Resources
www.ablenetinc.com
www.tumblebooks.com
www.mayer-johnson.com
www.setbc.org
www.tarheelre.ider.org