



## College of Education

### Special Education Disability Category Verification

---

Candidate Name: \_\_\_\_\_ GCU ID: \_\_\_\_\_

Semester:  Fall  Spring      Student Teaching Dates: \_\_\_\_\_ to \_\_\_\_\_

In week one, indicate the number of students who will be in the classroom full-time, who meet each disability category outlined below as indicated on their Individualized Education Plans (please do not identify students' names). If a student has more than one disability category, please include in your number. Please note that secondary disabilities may also be included on this form. You may use this link as a resource for further information about what defines each category.

<http://nichcy.org/disability/categories> .

Please return this completed form to the College of Education at [cofieldexperience@gcu.edu](mailto:cofieldexperience@gcu.edu).

Number of Students	Disability Category Descriptions
	<p><b>Intellectual Disability:</b> A significant impairment of general intellectual functioning that exists concurrently with deficits in adaptive behavior and that adversely affects the child's performance in the educational environment. Performance measures on standard measures of intellectual and adaptive behavior are between two and four or more standard deviations below the mean for children of the same age.</p>
	<p><b>Specific Learning Disability:</b> A specific learning disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Includes such conditions as perceptual disabilities, minimal brain dysfunction, dyslexia and aphasia; does not include learning problems which are primarily the result of visual, hearing, motor, or emotional disabilities, of intellectual disabilities or of environmental, cultural or economic disadvantage.</p>
	<p><b>Orthopedic Impairments:</b> One or more severe orthopedic impairments and includes those that are caused by congenital anomaly, disease and others causes, such as amputation or cerebral palsy, and that adversely affect a child's performance in the educational environment.</p>
	<p><b>Emotional Disability:</b> A condition whereby an individual exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the individual's performance in the educational environment: a) an inability to learn which cannot be explained by intellectual, sensory, or health factors; b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; c) inappropriate types of behavior or feelings under normal circumstances; d) a general pervasive mood of unhappiness or depression, and/or e) a tendency to develop physical symptoms or fears associated with personal or school problems.</p>
	<p><b>Other Health Impairments:</b> Limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, due to chronic or acute health problems which adversely affect an individual's educational performance. This category includes, but is not limited to, Attention Deficit Hyperactivity Disorder (ADHD).</p>

Number of students in classroom: \_\_\_\_\_ Number of students who meet at least one disability category listed above: \_\_\_\_\_

By signing below, I verify that I can attest that these numbers are true and correct for the classroom in which the Teacher Candidate will be conducting his/her student teaching experience. Should these numbers change significantly or if one category suddenly becomes non-represented, the GCU College of Education Field Experience team will be notified immediately.

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_