



# DISABILITY CATEGORIES

WEB-BASED RESOURCES



JANET BARRESI

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION

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OKLAHOMA STATE DEPARTMENT OF EDUCATION

WWW.OK.GOV/SDE • 2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OKLAHOMA 73105-4599

**“Nobody works harder at learning  
than a curious kid.”**

**Thomas L. Friedman**



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The following pages list several web-based resources regarding information for the disability categories under the Individuals with Disabilities Education Act (IDEA). With the exception of Other Health Impairment, resources are separated as **National** and **Oklahoma**.

According to IDEA Part B Section 300.8(a)(1):

*Child with a disability means a child evaluated in accordance with Sec. Sec. 300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.*

## Disability Categories

1. Autism
2. Deaf-blindness
3. Deafness
4. Emotional Disturbance
5. Hearing Impairment
6. Intellectual Disability
7. Multiple Disabilities
8. Orthopedic Impairment
9. Other health Impairment
10. Specific Learning Disability
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment
14. Developmental Delay

For each disability category, we provide the definition from IDEA Part B and a link and/or brief description, if applicable from the **National Dissemination Center for Children with Disabilities (NICHCY)**. NICHCY provides information on disabilities in children and youth; programs and services for infants, children, and youth with disabilities; IDEA; and research-based information on effective practices for children with disabilities. As a part of the Technical Assistance and Dissemination Network their services are made possible through funding from the Office of Special Education Programs (OSEP). (<http://nichcy.org>)

Please note that these resources are not all inclusive. Fact sheets with more specific details can be found on our website, <http://www.ok.gov/sde/special-education>, as well as <http://nichcy.org>.

## General Resources for Special Education:

### *US Department of Education/IDEA 2004*

<http://idea.ed.gov/>

This site provides searchable versions of IDEA and the regulations, access to cross-referenced content from other laws (e.g., the No Child Left Behind Act (NCLB), the Family Education Rights and Privacy Act (FERPA), etc.), video clips on selected topics, topic briefs on selected regulations, links to OSEP's Technical Assistance and Dissemination (TA&D) Network and a Q&A Corner where you can submit questions, and a variety of other information sources.

### *Office of Special Education Programs (OSEP)*

<http://www2.ed.gov/about/offices/list/osers/osep>

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

### *Disability.gov*

[www.disability.gov](http://www.disability.gov)

Disability.gov is the federal government website for comprehensive information on disability programs and services in communities nationwide. The site links to more than 14,000 resources from federal, state and local government agencies; academic institutions; and nonprofit organizations.

### *Center for Disease Control and Prevention (CDC): Disability and Health*

[www.cdc.gov/ncbddd/disabilityandhealth/](http://www.cdc.gov/ncbddd/disabilityandhealth/)

This site is your online source for credible health information and is the official Web site of the Centers for Disease Control and Prevention (CDC). CDC is committed to achieving true improvements in people's health. CDC applies research and findings to improve people's daily lives and responds to health emergencies—something that distinguishes CDC from its peer agencies. Working with states and other partners, CDC provides a system of health surveillance to monitor and prevent disease outbreaks (including bioterrorism), implement disease prevention strategies, and maintain national health statistics. CDC also guards against international disease transmission, with personnel stationed in more than 25 foreign countries.

### *J.D. McCarty Center*

[www.jdmc.org](http://www.jdmc.org)

The J.D. McCarty Center offers a large variety of services to Oklahoma's children with developmental disabilities including: Therapeutic Services; Medical Services; Mobility, Orthopedic Neurology and Vision Clinics; Respite Care.

## **Oklahoma Yellow Pages for Kids**

<http://www.yellowpagesforkids.com/help/ok.htm>

Find educational consultants, psychologists, diagnosticians, health care specialists, academic tutors, speech language pathologists, advocates, and attorneys. You will also find grass root organizations, government programs, special education schools, and parent support groups.

**Sooner Success** (Statewide Information and Referral for Oklahomans with Special Needs)

<http://oasis.ouhsc.edu/>

This directory has thousands of agencies, organizations and programs throughout the state, and can help people find the services they need in their area. In addition the directory has listings of national organizations and agencies as well as local support groups and parent-to-parent support.

## **Special Kids Care**

[http://www.specialkidscare.org/About\\_Us.html](http://www.specialkidscare.org/About_Us.html)

The Special Kids program bridges a critical gap in child care services to families who have children with a developmental, physical or emotional challenge. Special Kids offers Early Learning, Pre-K, Before and After School programs for children aged newborn to 21 years, with or without developmental disabilities.

## **Child Guidance (Oklahoma State Department of Health)**

[http://www.ok.gov/health/Child\\_and\\_Family\\_Health/Child\\_Guidance\\_Service/](http://www.ok.gov/health/Child_and_Family_Health/Child_Guidance_Service/)

The purpose of the Child Guidance program is to build healthy family relationships and enhance child development. The program provides behavioral health services, child development and parent education services, and speech-language services.

## **Child Study Center**

[www.oumedicine.com/csc](http://www.oumedicine.com/csc)

The Child Study Center offers evaluations, consultations, and treatment from a highly-skilled team of pediatric specialists if your child has a developmental, educational, behavioral or medical need(s). Help and support are available with conditions including: Autism, Asperger's Syndrome, Attention Deficit Disorder and Neurodevelopmental disorders.

### ***National Disability Rights Network***

<http://www.napas.org/>

The National Disability Rights Network (NDRN) is the nonprofit membership organization for the federally mandated Protection and Advocacy (P&A) Systems and the Client Assistance Programs (CAP) for individuals with disabilities. Through training and technical assistance, legal support, and legislative advocacy, NDRN works to create a society in which people with disabilities are afforded equality of opportunity and are able to fully participate by exercising choice and self-determination.

### ***National Association of Parents with Children in Special Education (NAPCSE)***

<http://www.napcse.org/>

The National Association of Parents with Children in Special Education is a national membership organization dedicated to rendering all possible support and assistance to parents whose children receive special education services, both in and outside of school. NAPCSE was founded for parents with children with special needs to promote a sense of community and provide a national forum for their ideas.

### ***The IRIS Center***

<http://iris.peabody.vanderbilt.edu/>

The IRIS Center was developed in collaboration with nationally recognized researchers and education experts. IRIS resources are designed to address instructional and classroom issues of great importance to today's educators. Funded by the U.S. Department of Education's Office of Special Education Programs, the IRIS Center works to create and infuse resources about evidence-based instructional and intervention practices to preservice preparation and professional development programs.



# Autism

According to IDEA Part B, Section 300.8(c)(1):

*(i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, 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.*

*(ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.*

*(iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.*

According to the National Dissemination Center for Children with Disabilities (NICHCY), each of the disorders on the autism spectrum is a neurological disorder that affects a child's ability to communicate, understand language, play, and relate to others.

There are five disorders on the spectrum: Autism, Asperger Syndrome, Rett syndrome, childhood disintegrative disorder, and Pervasive Development Disorder / Not Otherwise Specified (POD/NOS).\*

\*<http://nichcy.org/disability/specific/autism>

## National Resources:

### **Autism Speaks**

<http://www.autismspeaks.org>

Autism Speaks aims to bring the autism community together as one strong voice to urge the government and private sector to listen to concerns and take action to address this urgent global health crisis.

### **Autism Society of America**

<http://www.autism-society.org/>

The Autism Society, the nation's leading grassroots autism organization, exists to improve the lives of all affected by autism. They aim to increase public awareness about the day-to-day issues faced by people on the spectrum, advocate for appropriate services for individuals across the lifespan, and provide the latest information regarding treatment, education, research and advocacy.

### **Asperger's Syndrome**

<http://www.aspergersyndrome.org/>

The Online Asperger Syndrome Information and Support (OASIS) center has joined with MAAP Services for Autism and Asperger Syndrome to create a single resource for families,



individuals, and medical professionals who deal with the challenges of Asperger Syndrome, Autism, and Pervasive Developmental Disorder / Not Otherwise Specified (PDD/NOS).

### ***Centers for Disease Control (CDC)***

<http://www.cdc.gov/ncbddd/autism/index.html>

CDC is committed to continuing to provide essential data on ASDs, search for risk factors and causes, and develop resources that help identify children with ASDs as early as possible.

### **Oklahoma Resources:**

#### ***Oklahoma Autism Network***

<http://www.okautism.org/>

The Oklahoma Autism Network is committed to improving the outcomes and quality of life for individuals with autism and their families through education, professional development, advocacy, and systems change while respecting individual preferences, adhering to research and best practices, and promoting community inclusion.

#### ***Oklahoma Parents Center***

<http://oklahomaparentscenter.org/>

The Oklahoma Parents Center is the statewide parent training and information (PTI) center serving parents of children with disabilities. Their goal is to educate and support parents, families and professionals in building partnerships that meet the needs of children and youth with the full range of disabilities ages' birth to 26.

#### ***The Autism Center of Tulsa***

<http://www.autismtulsa.org/>

The Autism Center of Tulsa provides programming that supports its mission in a variety of ways, including community awareness and outreach, early screening and intervention, safety, parent and professional information and training as well as family support and on-site resources.

#### ***Early Foundations Family Outreach***

<http://effamilyoutreach.org/>

Early Foundations Family Outreach is a parent-led, not for profit group that seeks to facilitate the inclusion of children with autism and their families in social and community activities in central Oklahoma.

# Deaf Blindness

According to IDEA Part B, Section 300.8(c)(2):

*Deaf-blindness means 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.*

The word "deaf-blindness" may seem as if a person cannot hear or see at all. The term actually describes a person who has some degree of loss in both vision and hearing. The amount of loss in either vision or hearing will vary from person to person.\*

\*<http://nichcy.org/disability/specific/deafblindness/>

## National Resources:

### ***National Consortium on Deaf-Blindness (NCDB)***

<http://www.nationaldb.org>

NCDB is a national technical assistance (TA) and dissemination center for children and youth who are deaf-blind. It is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP). In partnership with state deaf-blind TA projects throughout the U.S.

### ***American Association of the Deaf-Blind (AADB)***

<http://www.aadb.org>

The American Association of the Deaf-Blind (AADB) is a nonprofit national consumer organization of, by, and for deaf-blind Americans and their supporters. Their mission is to ensure that all deaf-blind persons achieve their maximum potential through increased independence, productivity, and integration into the community.

## Oklahoma Resources:

### ***Oklahoma Deaf-Blind Assistance Project***

<http://www.ou.edu/okdbp/>

The Oklahoma Deaf-Blind Technical Assistance Project (OKDBTAP) is a statewide service grant. OKDBTAP is awarded to The University of Oklahoma from the United States Department of Education – Office Special Education Programs. The project provides technical assistance, workshops, and support services to educational professionals and families of children with deaf-blindness.

# Deafness

According to IDEA Part B, Section 300.8(c)(3):

*Deafness means 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.*

Deafness is viewed as a condition that prevents an individual from receiving sound in all or most of its forms.\*

\*<http://nichcy.org/disability/specific/hearingloss/>

## **National Resources:**

### ***National Association of the Deaf:***

[www.nad.org](http://www.nad.org)

The National Association of the Deaf (NAD) is the nation's premier civil rights organization of, by and for deaf and hard of hearing individuals in the United States of America. The advocacy scope of the NAD is broad, covering a lifetime and impacting future generations in the areas of early intervention, education, employment, health care, technology, telecommunications, youth leadership, and more – improving the lives of millions of deaf and hard of hearing Americans.

### ***Regional postsecondary education centers to increase access to postsecondary education for persons who are deaf (PEPNET)***

<http://www.pepnet.org>

Pepnet2 (pn2) recognizes the full range of postsecondary education and training options available for individuals who are deaf or hard of hearing, including those with co-occurring disabilities, and strives to enhance the capacity of those institutions to appropriately serve this diverse student population. Pn2 is a national collaboration of professionals with expertise in a broad array of content areas and a variety of environments, including research, technology, personnel development, media production, and technical assistance.

### ***Deaf Culture Online***

<http://www.deaf-culture-online.com/>

This website was created to bring you as many perspectives on the deaf and hard of hearing experience as possible. While the primary focus of this website is to promote awareness of deaf culture, it will be all-inclusive and cover a wide range of topics such as: American Sign Language, parent resources, deaf topics, hard of hearing topics, baby sign language, current trends, communication preferences, and stress management / wellness

### ***Cochlear Implants***

[www.nidcd.nih.gov/health/hearing/coch.asp](http://www.nidcd.nih.gov/health/hearing/coch.asp)

This resource provides in-depth information about cochlear implants.

### ***National Technical Institute for the Deaf***

[www.ntid.rit.edu](http://www.ntid.rit.edu)

The primary mission of the National Technical Institute for the Deaf is to provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional

education programs, complemented by a strong arts and sciences curriculum, that prepares them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning.

### ***American Society for Deaf Children (ASDC)***

[www.deafchildren.org/](http://www.deafchildren.org/)

The ASDC believes deaf or hard-of-hearing children are entitled to full communication access in their home, school, and community. They also believe that language development, respect for the deaf, and access to deaf and hard-of-hearing role models are important to assure optimal intellectual, social, and emotional development.

### ***Hands and Voices***

<http://www.handsandvoices.org/>

Hands & Voices is dedicated to supporting families with children who are deaf or hard of hearing without a bias around communication modes or methodology. They are a parent-driven, non-profit organization providing families with the resources, networks, and information they need to improve communication access and educational outcomes for their children. Their outreach activities, parent/professional collaboration, and advocacy efforts are focused on enabling deaf and hard of hearing children to reach their highest potential.

## **Oklahoma Resources:**

### ***Oklahoma Association of the Deaf***

[www.ok-oad.org](http://www.ok-oad.org)

The mission of the Oklahoma Association of the Deaf (OAD) is to promote, protect and preserve the civil rights and quality of life of deaf and hard of hearing individuals in Oklahoma. The vision of the Oklahoma Association of the Deaf (OAD) is that every deaf and hard of hearing individual can and will obtain maximum potential through increased independence, productivity and integration without barriers.

### ***Happy Hands***

<http://www.happyhands.org/>

Happy Hands Education Center is a center for families with children who are deaf or hard of hearing and children who have other communication disorders.

### ***Oklahoma Registry of Interpreters for the Deaf***

[www.okrid.org](http://www.okrid.org)

Oklahoma Registry of Interpreters for the Deaf (OKRID) is an affiliate chapter of the national Registry of Interpreters for the Deaf (RID). OKRID is an association of RID-certified, QAST-certified, EIPA evaluated, and uncertified interpreters. Included in their ranks are professional

interpreters, interpreting students, deaf interpreters and other interested members of the Deaf community.

### **Oklahoma School for the Deaf**

[www.osd.k12.ok.us](http://www.osd.k12.ok.us)

Oklahoma School for the Deaf (OSD) is the premier educational program for deaf and hard of hearing students in the state of Oklahoma. OSD's mission is to ensure that every student is equipped for life-long learning, responsible citizenship, and productive employment in an ever-changing society.

### **Relay Oklahoma**

[www.oklahomarelay.com](http://www.oklahomarelay.com)

A free public service for communication between standard (voice) users and persons who are deaf, hard-of-hearing, deaf-blind, and speech-disabled using text telephones (TTYs) or PCs via the Internet.

## **Emotional Disturbance**

According to IDEA Part B, Section 300.8(c)(4):

(i) *Emotional disturbance means 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:*

(A) *An inability to learn that 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.*

(E) *A tendency to develop physical symptoms or fears associated with personal or school problems.*

(ii) *Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.*

Mental disorders are often defined by using different "umbrella" terms such as emotional disturbance, behavioral disorders, or mental illness. Beneath these umbrella terms, there is actually a wide range of specific conditions that differ from one another in their characteristics and treatment. These include (but are not limited to):

- anxiety disorders;
- bipolar disorder (sometimes called manic-depression);
- conduct disorders;
- eating disorders;
- obsessive-compulsive disorder (OCD); and
- psychotic disorders\*

\*<http://nichcy.org/disability/specific/emotionaldisturbance/>

## National Resources:

### ***The Council for Children with Behavioral Disorders (CCBD)***

<http://www.ccbd.net/>

The Council for Children with Behavioral Disorders (CCBD) is dedicated to supporting the professional development and enhancing the expertise of those who work on behalf of children with challenging behavior and their families. It is a division of the Council for Exceptional Children (CEC).

### ***Pacer Center- Champions for Children with Disabilities***

<http://www.pacer.org/ebd>

PACER Center is a parent training and information center for families of children and youth with all disabilities from birth through 21 years old. Located in Minneapolis, it serves families across the nation, as well as those in Minnesota. Parents can find publications, workshops, and other resources to help make decisions about education, vocational training, employment, and other services for their children with disabilities.

### ***Substance Abuse and Mental Health Services Administration***

<http://www.samhsa.gov/co-occurring/news-and-features/preventing-disorders-youth.aspx>

SAMHSA was established in 1992 and directed by Congress to target effectively substance abuse and mental health services to the people most in need and to translate research in these areas more effectively and more rapidly into the general health care system. Over the years SAMHSA has demonstrated that - prevention works, treatment is effective, and people recover from mental and substance use disorders.

### ***Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)***

<http://www.challengingbehavior.org/>

TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates FREE products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Most of these free products are available right here on our website for you to immediately view, download and use. TACSEI is a five-year grant made possible by the U.S. Department of Education, Office of Special Education Programs.

### ***American Psychological Association (APA)***

The APA is a fountain of information and support on specific emotional disturbances.

[www.apa.org](http://www.apa.org)

### ***National Institute of Mental Health (NIMH)***

<http://www.nimh.nih.gov>

NIMH is a source of authoritative information on specific mental disorders.

## **National Alliance on Mental Illness (NAMI)**

<http://www.nami.org>

NAMI is an excellent source of information and connection on mental illness.

### **Oklahoma Resources:**

## **Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS)**

<http://ok.gov/odmhsas/>

The ODMHSAS was established through the Mental Health Law of 1953, although publicly supported services to Oklahomans with mental illness date back to early statehood. Today, over 60,000 individuals receive services from the department each year. Of those, only about 5 percent require hospital care. The vast majority takes part in mental health and substance abuse outpatient programs, targeted community based services, prevention efforts and educational initiatives.

## **Mental Health Association of Central Oklahoma**

<http://www.mentalhealthok.org/>

The mission of the Mental Health Association of Central Oklahoma is to promote mental health through education, advocacy, prevention and treatment services.

## **Mental Health Services of Southern Oklahoma**

<http://www.mhssso.org/>

Mental Health Services of Southern Oklahoma (MHSSO) was formed in 1950 to provide mental health care in southern Oklahoma. We are a private, non-profit, community mental health center with a board of directors. The counties which we serve include Bryan, Carter, Garvin, Johnston, Love, Marshall, Murray, Pontotoc and Seminole counties.

## **INTEGRIS - Mental Health Oklahoma**

<http://integrisok.com/mental-health-oklahoma-ok>

INTEGRIS Mental Health is committed to helping Oklahoma cope with anxiety, depression and illness with a variety of treatment options and a 24/7 crisis line.

# **Hearing Impairment**

According to IDEA Part B, Section 300.8 (c)(5):

*Hearing impairment means 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 in this section.*

A child with a hearing loss can generally respond to auditory stimuli, including speech.\*

\*<http://nichcy.org/disability/specific/hearingloss/>



## National Resources:

### ***Hearing Loss Association of America***

[www.shhh.org](http://www.shhh.org)

HLAA provides assistance and resources for people with hearing loss and their families to learn how to adjust to living with hearing loss. HLAA is working to eradicate the stigma associated with hearing loss and raise public awareness about the need for prevention, treatment, and regular hearing screenings throughout life.

### ***American Society for Deaf Children (ASDC)***

[www.deafchildren.org/](http://www.deafchildren.org/)

The ASDC believes deaf or hard-of-hearing children are entitled to full communication access in their home, school, and community. They also believe that language development, respect for the deaf, and access to deaf and hard-of-hearing role models are important to assure optimal intellectual, social, and emotional development.

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### ***National Institute on Deafness and Other Communication Disorders (NIDCD)***

<http://www.nidcd.nih.gov/health/hearing/>

The National Institute on Deafness and Other Communication Disorders (NIDCD) is one of the institutes that comprise the National Institutes of Health (NIH). NIH is the Federal government's focal point for the support of biomedical research. NIH's mission is to uncover new knowledge that will lead to better health for everyone. Simply described, the goal of NIH research is to acquire new knowledge to help prevent, detect, diagnose, and treat disease and disability. NIH is part of the U.S. Department of Health and Human Services.

### ***National Association of the Deaf:***

[www.nad.org](http://www.nad.org)

The National Association of the Deaf (NAD) is the nation's premier civil rights organization of, by and for deaf and hard of hearing individuals in the United States of America. The advocacy scope of the NAD is broad, covering a lifetime and impacting future generations in the areas of early intervention, education, employment, health care, technology, telecommunications, youth leadership, and more – improving the lives of millions of deaf and hard of hearing Americans.

## **National Center for Hearing Assessment & Management (NCHAM)**

<http://www.infanthearing.org/>

NCHAM serves as the National Resource Center for the implementation and improvement of comprehensive and effective Early Hearing Detection and Intervention (EHDI) systems. As a multidisciplinary center, our goal is to ensure that all infants and toddlers with hearing loss are identified as early as possible and provided with timely and appropriate audiological, educational, and medical intervention.

### **Deaf Culture Online**

<http://www.deaf-culture-online.com/>

This website was created to bring you as many perspectives on the deaf and hard of hearing experience as possible. While the primary focus of this website is to promote awareness of deaf culture, it will be all-inclusive and cover a wide range of topics such as: American Sign Language, parent resources, deaf topics, hard of hearing topics, baby sign language, current trends, communication preferences, and stress management / wellness

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## **Oklahoma Resources:**

### **Relay Oklahoma**

[www.oklahomarelay.com](http://www.oklahomarelay.com)

A free public service for communication between standard (voice) users and persons who are deaf, hard-of-hearing, deaf-blind, and speech-disabled using text telephones (TTYs) or PCs via the Internet.

### **Happy Hands**

<http://www.happyhands.org/>

Happy Hands Education Center is a center for families with children who are deaf or hard of hearing and children who have other communication disorders.

# Intellectual Disabilities

According to IDEA Part B, Section 300.8(c)(6):

*Intellectual disability means 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.*

Intellectual disability is a term used when there are limits to a person's ability to learn at an expected level and function in daily life. Levels of intellectual disability vary greatly in children –from a very slight problem to a very severe problem. Children with intellectual disability might have a hard time letting others know their wants and needs, and taking care of themselves. Intellectual disability could cause a child to learn and develop more slowly than other children of the same age. It could take longer for a child with intellectual disability to learn to speak, walk, dress, or eat without help, and they could have trouble learning in school.\*

\*<http://nichcy.org/disability/specific/intellectual>

## National Resources:

### ***The Arc***

<http://www.thearc.org/page.aspx?pid=2399>

The Arc is the nation's leading advocate for all people with intellectual and developmental disabilities and their families and the premier provider of the supports and services people want and need.

### ***American Association on Intellection and Developmental Disabilities***

<http://www.aaid.org>

AAIDD, (formerly AAMR) is the oldest and largest interdisciplinary organization of professionals and citizens concerned about intellectual and developmental disabilities.

### ***Center for Disease Control and Prevention***

[www.cdc.gov/ncbddd/actearly](http://www.cdc.gov/ncbddd/actearly)

The "Learn the Signs. Act Early." program aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need.

## Oklahoma Resources:

### ***TARC: Developmental Disability Advocacy Network***

[www.ddadvocacy.net/ddadvocacy/default.asp](http://www.ddadvocacy.net/ddadvocacy/default.asp)

Advocates for the rights of citizens with developmental disabilities.

# Multiple Disabilities

According to IDEA Part B, Section 300.8(c)(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.*

People with severe disabilities are those who traditionally have been labeled as having severe to profound cognitive impairments or intellectual disabilities. Now, there's a growing understanding that disabilities can affect individuals along a scale of minimal or mild to severe. It is possible to have a mild learning disability or a severe one, just as it's possible to have mild or severe autism, without a clear-cut diagnosis of intellectual disability. Multiple disabilities, by its very name, means that an individual usually has more than one significant disability, such as movement difficulties, sensory loss, and/or a behavior or emotional disorder.\*

\*<http://nichcy.org/disability/specific/multiple>

## National Resources:

### ***Perkins Scout***

<http://www.perkins.org/resources/scout/students-with-multiple-disabilities/>

Perkins Scout is a database of online resources related to severe disabilities with an emphasis on blindness and visual impairment. Many resources for multiple disabilities such as best practices and policy overviews can be found on this site.

### ***National Dissemination Center for Children with Disabilities***

<http://nichcy.org/disability/specific/multiple>

The National Dissemination Center for Children with Disabilities (NICHCY) is a national information center that provides information on disabilities and disability related issues. The latest intervention services and practices concerning special education and easy-to read information pertaining to IDEA may be found on this site.

### ***Spina Bifida Association***

<http://www.spinabifidaassociation.org/>

Provides information about Spina Bifida related medical conditions, therapies, self-help, and self-advocacy.

### ***Project IDEAL (Informing and Designing Education For All Learners)***

<http://projectidealonline.org/multipleDisabilities.php>

Project IDEAL is intended to assist in preparing teachers to work with students with disabilities.

### ***Council for Exceptional Children***

<http://www.cec.sped.org>

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities. The CEC provides professional development and helps professionals obtain conditions and resources necessary for effective professional practice.

### **Oklahoma Resources:**

#### ***United Cerebral Palsy of Oklahoma***

<http://www.ucpok.org>

The United Cerebral Palsy of Oklahoma provides information about facilitating independence, productivity and full citizenship for people with Cerebral Palsy.

#### ***Family Voices***

<http://www.familyvoices.org/states?id=0025>

Family Voices aims to achieve family-centered care for all children and youth with special health care needs and/or disabilities. Family Voices provides families the tools needed to make informed decisions, advocate for improved public and private policies, build partnerships among professionals and families, and serves as a trusted resource on health care.

## **Orthopedic Impairment**

According to IDEA Part B, Section 300.8(c)(8):

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

### **National Resources:**

#### ***National Association of Parents with Children in Special Education***

<http://www.naset.org/orthopedicimpairment2.0.html>

The National Association of Parents with Children in Special Education provides parents with resources on different types of Orthopedic Impairments and transition services.

#### ***National Association of Special Education Teachers***

<http://www.naset.org/orthopedicimpairment2.0.html>

The National Association of Special Education Teachers provides educators with resources on different types of Orthopedic Impairments, conference dates, IEP Development, Special Education Law, and Professional Development Courses.

# Other Health Impairment

According to IDEA Part B, Section 300.8(c)(9):

*Other health impairment means 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—*

*(i) 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, sickle cell anemia, and Tourette syndrome; and*

*(ii) Adversely affects a child's educational performance.*

<http://nichcy.org/disability/specific/ohi>

## Asthma

### **Oklahoma Asthma Initiative**

<http://www.asthmaok.org>

The Oklahoma Asthma Initiative is a statewide partnership of individuals and organizations working together to reduce the burden of asthma within our state. They provide FREE statewide asthma education to childcare facilities, schools, summer programs and businesses.

### **Oklahoma State Department of Health**

[http://www.ok.gov/health/Disease\\_Prevention\\_Preparedness/Chronic\\_Disease\\_Service/Asthma\\_Prevention\\_and\\_Control\\_Program/index.html](http://www.ok.gov/health/Disease_Prevention_Preparedness/Chronic_Disease_Service/Asthma_Prevention_and_Control_Program/index.html)

This resource provides disease information, prevention, preparedness programs, statistical information, state plans and reports for Oklahoma.

### **National Institutes of Health**

<http://www.nlm.nih.gov/health/health-topics/topics/asthma/>

This resource provides health information related to Asthma.

### **American Lung Association**

<http://www.lungusa.org/lung-disease/asthma/living-with-asthma/making-treatment-decisions/>

This resource provides treatment, prevention and research information concerning Asthma.

### **Centers for Disease Control and Prevention and National Institutes of Health**

<http://healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=36>

This resource provides facts, statistics, definition and general information regarding Asthma.

## **Centers for Disease Control and Prevention**

<http://www.cdc.gov/nceh/airpollution/links.htm>

This resource provides indoor/outdoor air pollution information, links to federal and state resources, and Asthma FAQs.

## **Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder**

### **National Institutes of Mental Health**

<http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder-easy-to-read/complete.pdf>

This brochure describes ADHD characteristics and discusses treatments options.

### **Children and Adults with Attention Deficit/Hyper-Activity Disorder**

<http://www.chadd.org/>

This is a support group for children and adults with ADHD to communicate and connect. The site includes blog, conference information, and local support group contact information.

### **Social Express Computer Software**

<http://thesocialexpress.com/>

The Social Express is interactive software for children with Autism, Asperger's, and ADHD designed to help them manage social situations.

## **Diabetes**

### **American Diabetes Association**

<http://www.diabetes.org/in-my-community/local-offices/oklahoma-city-oklahoma/>

This resource provides information on diabetes, resources, and local events.

## **Epilepsy**

### **Epilepsy Association of Oklahoma**

<http://www.okepilepsy.org/>

This resource is a local support group that includes contact information and links to additional resources.

### **National Institutes of Neurological Disorders and Stroke**

<http://www.ninds.nih.gov/disorders/epilepsy/epilepsy.htm>

This is a great resource for treatment options, research, and links to additional resources.



## Heart Condition

### **American Heart Association**

<http://www.heart.org/oklahomacity>

This resource provides education, research, contact information, support, and events.

## Hemophilia

### **Oklahoma Hemophilia Foundation**

<http://okhemophilia.org/>

The mission of the Oklahoma Hemophilia Foundation is to improve today's quality of life and tomorrow's opportunities for those affected by a bleeding disorder through education, advocacy and awareness.

## Lead Poisoning

### **Oklahoma Poison Control**

<http://www.oklahomapoison.org/>

The Oklahoma Poison Control Center operates 24 hours a day, 365 days per year. The poison center staffs specially trained licensed pharmacists and nurses who provide emergency poisoning management advice to Oklahoma residents and health care professionals.

### **Oklahoma Childhood Lead Poisoning Prevention Program**

[http://www.ok.gov/health/Child\\_and\\_Family\\_Health/Screening\\_and\\_Special\\_Services//Oklahoma\\_Childhood\\_Lead\\_Poisoning\\_Prevention\\_Program/index.html](http://www.ok.gov/health/Child_and_Family_Health/Screening_and_Special_Services//Oklahoma_Childhood_Lead_Poisoning_Prevention_Program/index.html)

The Oklahoma Childhood Lead Poisoning Prevention Program (OCLPPP) strives for the elimination of childhood lead poisoning as a public health problem in Oklahoma. The OCLPPP provides screening and testing for lead exposure for eligible children 6-72 months of age and follow-up for children with blood lead levels that are 5 µg/dL or greater.

## Leukemia

### **Leukemia & Lymphoma Society of Oklahoma**

<http://www.lls.org/aboutlls/chapters/ok/>

This organization provides ways to participate in local events supporting research, patient support and information programs.

## Nephritis

### **National Kidney Foundation**

<http://www.kidney.org>

The National Kidney Foundation, a major voluntary nonprofit health organization, is dedicated to preventing kidney and urinary tract diseases, improving the health and well-

being of individuals and families affected by kidney disease and increasing the availability of all organs for transplantation.

### ***National Kidney and Urologic Diseases Information Clearinghouse***

<http://kidney.niddk.nih.gov/KUDiseases/pubs/yourkidneys/index.aspx>

The NKUDIC Clearinghouse is a service of the National Institute of Diabetes and Digestive and Kidney Diseases, National Institutes of Health.

### **Rheumatic Fever**

***MERCY - Rheumatic Fever and Heart Problems General Information***

<http://www.mercy.net/elrenook/healthinfo/uf4498abc>

This page provides information on the effects of rheumatic fever on heart, causes, and links to related information.

### **Sickle Cell Anemia**

***Oklahoma Department of Health: Parent Resources***

[http://www.ok.gov/health/Child\\_and\\_Family\\_Health/Screening\\_and\\_Special\\_Services/New\\_born\\_Screening\\_Program/Disorders\\_screened/Sickle\\_Cell\\_Disease.html](http://www.ok.gov/health/Child_and_Family_Health/Screening_and_Special_Services/New_born_Screening_Program/Disorders_screened/Sickle_Cell_Disease.html)

This page provides links to parent information and resources.

***U.S. Department of Health and Human Resources***

<http://www.nhlbi.nih.gov/health/health-topics/topics/sca/>

This page provides a definition, diagram and video for sickle cell anemia.

***March of Dimes Sickle Cell Information***

[http://www.marchofdimes.com/baby/birthdefects\\_sicklecell.html](http://www.marchofdimes.com/baby/birthdefects_sicklecell.html)

This page provides a description, common forms, medical symptoms, FAQs, treatment options, and links to additional resources.

### **Tourette Syndrome**

***Tourette Syndrome Foundation: Oklahoma Chapter***

<http://www.oktsa.com/>

The mission of the Oklahoma Chapter of the Tourette Syndrome Association Inc. is to educate the general public about Tourette Syndrome and further the acceptance of people with Tourette Syndrome in all settings. This page provides links to resources and local contact information.

# Specific Learning Disability

According to IDEA Part B, Section 300.8(c)(10):

*Specific learning disability. (i) General. Specific learning disability means 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 to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.*

*(ii) Disorders not included. Specific learning disability 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.*

Learning disability is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are: reading, writing, listening, speaking, reasoning, and doing math.

Learning disabilities vary from person to person. One person with learning disabilities may not have the same kind of learning problems as another person with learning disabilities. Researchers think that learning disabilities are caused by differences in how a person's brain works and how it processes information. Children with learning disabilities are not "dumb" or "lazy." In fact, they usually have average or above average intelligence. Their brains just process information differently.\*

\*<http://nichcy.org/disability/specific/ld/>

## National Resources:

### **Council for Learning Disabilities (CLD)**

<http://www.cldinternational.org/>

The Council for Learning Disabilities (CLD) is an international organization concerned about issues related to students with learning disabilities. Working to build a better future for students with LD has been the primary goal of CLD for more than 30 years.

### **LD OnLine**

<http://www.ldonline.org/indepth/teaching>

LD OnLine is the leading website on learning disabilities, learning disorders and differences. Parents and teachers of learning disabled children will find authoritative guidance on attention deficit disorder, ADD / ADHD, dyslexia, dysgraphia, dyscalculia, dysnomia, reading difficulties, speech and related disorders.

### **Learning Disabilities Association of America (LDA)**

<http://www.ldanatl.org/>

LDA provides support to people with learning disabilities, their parents, teachers and other professionals. At the national, state and local levels, LDA provides cutting edge information on learning disabilities, practical solutions, and a comprehensive network of resources.

## **National Center for Accessible Instructional Materials (NIMAS)**

<http://aim.cast.org/>

This site serves as a resource to educators, parents, publishers, conversion houses, accessible media producers, and others interested in learning more about and implementing assessable instructional materials (AIM) and National Instructional Materials Accessibility Standard (NIMAS).

## **National Dissemination Center for Children and Disabilities (NICHCY)**

<http://nichcy.org/disability/specific/ld>

NICHCY is very pleased to offer you a wealth of information on disabilities! We serve the nation as a central source of information on disabilities in infants, toddlers, children, and youth. Here, you'll also find easy-to-read information on IDEA, the law authorizing early intervention services and special education. Our State Resource Sheets will help you connect with the disability agencies and organizations in your state.

## **National Center for Learning Disabilities (NCLD)**

<http://www.nclld.org>

NCLD connects parents and others with essential resources, provides educators with evidence-based tools, and engages advocates in public policy initiatives. The National Center for Learning Disabilities' mission is to ensure success for all individuals with learning disabilities in school, at work, and in life.

## **Teaching LD**

<http://www.dldcec.org/>

TeachingLD is a service of the Division for Learning Disabilities (DLD) of the Council for Exceptional Children. DLD is an international professional organization devoted to helping individuals with Learning Disabilities succeed.

## **Oklahoma Resources:**

### **Learning Disabilities Association of Oklahoma (LDAO)**

<http://www.ldao.org/>

As an affiliate of Learning Disabilities Association of America, LDAO is a nonprofit organization committed to enhancing the lives of individuals with learning disabilities and their family through education, advocacy, research, and service.

### **Decoding Dyslexia Oklahoma**

[decodingdyslexiaok.org](http://decodingdyslexiaok.org)

Decoding Dyslexia Oklahoma is a grassroots movement driven by Oklahoma families concerned with the limited access to educational interventions for dyslexia within our public schools and communities. They offer several resources and a place for networking and support.

# Speech or Language Impairment

According to IDEA Part B, Section 300.8(c)(11):

*Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.*

There are many kinds of speech and language disorders that can affect children. In this fact sheet, we'll talk about four major areas in which these impairments occur. These are the areas of:

- Articulation | speech impairments where the child produces sounds incorrectly (e.g., lisp, difficulty articulating certain sounds, such as "l" or "r");
- Fluency | speech impairments where a child's flow of speech is disrupted by sounds, syllables, and words that are repeated, prolonged, or avoided and where there may be silent blocks or inappropriate inhalation, exhalation, or phonation patterns;
- Voice | speech impairments where the child's voice has an abnormal quality to its pitch, resonance, or loudness; and
- Language | language impairments where the child has problems expressing needs, ideas, or information, and/or in understanding what others say.\*

\* <http://nichcy.org/disability/specific/speechlanguage/>

## National Resources

### **ASHA | American Speech-Language-Hearing Association**

[www.asha.org](http://www.asha.org)

The American Speech-Language Hearing Association is the professional association for audiologists and speech-language pathologists, as well as their support personnel. This site serves as ASHA's information center for credentialing, careers, and keeps professionals up to date on current research and laws pertaining to the profession.

### **NIDCD | National Institute on Deafness and Other Communication Disorders**

<http://www.nidcd.nih.gov/>

The National Institute on Deafness and Other Communication Disorders is dedicated to improving the lives of people with communication disorders. It provides information on health topics related to hearing, language, and balance disorders. It offers information on the latest research, as well as current funding topics and current events related to the field.

### **Cleft Palate Foundation**

<http://www.cleftline.org>

The Cleft Palate Foundation is a nonprofit organization dedicated to provide information to help enhance the quality of life for individuals affected by Cleft Lip and Palate and other craniofacial birth defects to parents, individuals, and professionals. CPF provides information,

funds research, makes referrals to treatment teams, and offers telephone and online counseling and support services.

### **Childhood Apraxia of Speech Association of North America | CASANA**

<http://www.apraxia-kids.org>

The Childhood Apraxia of Speech Association is committed to providing information and support to families learning about and working with children who have been diagnosed with childhood Apraxia. This site provides guides for families and professionals, event information, important news updates, as well as a library of articles related to childhood Apraxia.

### **National Stuttering Association**

<http://www.westutter.org/>

The National Stuttering Association is the biggest self-help support organization in the United States for people who stutter. They provide the tools necessary to help empower self-advocates, families, and professionals.

### **Stuttering Foundation**

<http://www.stuttersfa.org/>

The Stuttering Foundation provides information on the latest research on stuttering and provides resources to students, parents, and professionals.

### **National Association of Special Education Teachers**

<http://www.naset.org/speechandlanguage2.0.html>

The National Association of Special Education Teachers provides educators with current information and research on Speech and Language Impairments, as well as organizations, services, and types of activities to practice necessary skills.

## **Oklahoma Resources:**

### **Oklahoma Speech and Hearing Association**

[www.oslha.org/](http://www.oslha.org/)

The Oklahoma Speech and Hearing Association is the Oklahoma Chapter of the American Speech and Language Association (ASHA) is the professional association for audiologists and speech-language pathologists, as well as their support personnel. This site serves as ASHA's information center for credentialing, careers, and keeps professionals up to date on current research and laws pertaining to the profession.

## **Traumatic Brain Injury**

According to IDEA Part B, Section 300.8(c)(12):

*Traumatic brain injury means 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. Traumatic brain injury 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; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

<http://nichcy.org/disability/specific/tbi/>

### **National Resources:**

#### ***National Resource Center for Traumatic Brain Injury***

[www.tbinrc.com](http://www.tbinrc.com)

The mission of the National Resource Center for Traumatic Brain Injury (NRCTBI) is to provide relevant, practical information for professionals, persons with brain injury, and family members.

#### ***Brainline***

[www.brainline.org](http://www.brainline.org)

An online community of support through our social networking sites for people living with a brain injury, their families, and professionals in the field.

#### ***Head Injury Hotline***

[www.headinjury.com](http://www.headinjury.com)

A non-profit clearinghouse founded and operated by brain injury activists since 1985.

### **Oklahoma Resources:**

#### ***Brain Injury Association of Oklahoma***

[www.braininjuryoklahoma.org](http://www.braininjuryoklahoma.org)

A non-profit advocacy organization for survivors of brain injury that strives to educate survivors, family members, professionals, and the public about all matters related to brain injury.

#### ***Traumatic Brain Injury and Neurological Disorder Treatment***

[www.traumaticbraininjury.net](http://www.traumaticbraininjury.net)

An internationally recognized center for the treatment and rehabilitation of individuals suffering from traumatic brain injuries and other neurological disorders.

#### ***Oklahoma Support Groups***

[www.brainandspinalcord.org](http://www.brainandspinalcord.org)

Complete internet resource for brain injury and spinal cord injury survivors.



# Visual Impairment, Including Blindness

According to IDEA Part B, Section 300.8(c)(13):

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

The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments.

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, braille;
- "Legally blind" indicates that a person has less than 20/200 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- Totally blind students learn via braille or other non-visual media.\*

\*<http://nichcy.org/disability/specific/visualimpairment/>

## National Resources:

### ***American Council for the Blind (ACB)***

<http://www.acb.org/>

The American Council of the Blind strives to increase the independence, security, equality of opportunity, and quality of life, for all blind and visually-impaired people.

### ***American Foundation for the Blind (AFB)***

<http://www.afb.org/afb>

The American Foundation for the Blind removes barriers, creates solutions, and expands possibilities so people with vision loss can achieve their full potential.

### ***National Association for the Visually Handicapped (NAVH)***

<http://www.loc.gov/nls/>

Through a national network of cooperating libraries, NLS administers a free library program of braille and audio materials circulated to eligible borrowers in the United States by postage-free mail.

### ***Recording for the Blind and Dyslexic (RFB&D)***

<http://www.learningally.org/About-Us/19/>

RFB&D promotes personal achievement when access and reading are barriers to learning by advancing the use of accessible and effective educational solutions.

### **Oklahoma Resources:**

#### **Oklahoma Department of Rehabilitation Services**

<http://www.okrehab.org/seekers/seekers-transition.htm>

The Transition: School-to-Work Program helps students with disabilities that are eligible for vocational rehabilitation services to prepare for employment and life after high school.

#### **Liberty Braille**

<http://libertybraille.com/>

Liberty Braille specializes in providing K-12 textbooks in both literary and Nemeth (mathematic) braille code with high quality tactile graphics. They also offer cost effective digital text delivery systems using the iPad for both low vision and blind students.

#### **Oklahoma AIM Center**

<http://www.library.state.ok.us/aim/>

The AIM Center helps meet the educational needs of Oklahoma students who are unable to make use of standard print by providing textbooks and other instructional materials in Braille, large print, and other accessible formats.

#### **Oklahoma School for the Blind**

Oklahoma School for the Blind (OSB) is a fully accredited school which offers a complete educational program for blind and visually impaired students from pre-school through high school. OSB's mission is to provide appropriate individualized academic, social and vocational education, evaluations, and outreach services to Oklahoma's blind and visually impaired children and youth.

<http://osb.k12.ok.us/>

## **Developmental Disabilities**

According to IDEA Part B Section 300.8(b):

*Children aged three through nine experiencing developmental delays. Child with a disability for children aged three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in Sec. 300.111(b), include a child—*

- (1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and*
- (2) Who, by reason thereof, needs special education and related services.*

<http://nichcy.org/disability/specific/dd/>

## National Resources:

### ***The Arc***

<http://www.thearc.org/page.aspx?pid=2399>

The Arc is the nation's leading advocate for all people with intellectual and developmental disabilities and their families and the premier provider of the supports and services people want and need.

### ***Association for Persons with Developmental Disabilities and Mental Health Needs (NADD)***

<http://thenadd.org/about-nadd/>

The mission of NADD is to advance mental wellness for persons with developmental disabilities through the promotion of excellence in mental health care. NADD is recognized as the world's leading organization in providing educational services, training materials and conferences.

### ***American Association on Intellection and Developmental Disabilities***

<http://www.aaid.org>

AAIDD, (formerly AAMR) is the oldest and largest interdisciplinary organization of professionals and citizens concerned about intellectual and developmental disabilities.

### ***Head Start***

[http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Disabilities\\_intro.html](http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Disabilities_intro.html)

Head Start is a federal program that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development.

### ***Family Voices***

<http://www.familyvoices.org/>

Family Voices aims to achieve family-centered care for all children and youth with special health care needs and/or disabilities. Through our national network, we provide families tools to make informed decisions, advocate for improved public and private policies, build partnerships among professionals and families, and serve as a trusted resource on health care.

### ***Center for Diseases Control (CDC) Learn the Signs. Act Early***

<http://www.cdc.gov/ncbddd/actearly/index.html>

CDC's "Learn the Signs. Act Early." program aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need.

### ***The Division of Early Childhood***

<http://www.dec-sped.org/>

The Division for Early Childhood promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities.

### ***The National Association for the Education of Young Children (NAEYC)***

<http://www.naeyc.org/>

NAEYC's mission is to serve and act on behalf of the needs, rights and well-being of all young children with primary focus on the provision of educational and developmental services and resources.

### ***National Early Childhood Technical Assistance Center (NECTAC)***

<http://www.nectac.org/>

NECTAC is the national early childhood technical assistance center supported by the U.S. Department of Education's Office of Special Education Programs (OSEP) under the provisions of the Individuals with Disabilities Education Act (IDEA). NECTAC serves Part C-Infant and Toddlers with Disabilities Programs and Part B-Section 619 Preschool Programs for Children with Disabilities in all 50 states and 10 jurisdictions to improve service systems and outcomes for children and families. This web site is one of an array of services we provide to Part C Coordinators and Section 619 Coordinators and the resources on this site are available to all. Funded since 2001, NECTAC and its predecessor TA projects have a foundation of forty years of technical assistance excellence in early childhood services.

### ***The Early Childhood Outcomes Center***

<http://projects.fpg.unc.edu/~eco/index.cfm>

The Early Childhood Outcomes (ECO) Center provides national leadership in assisting states with the implementation of high-quality outcome systems for early intervention (EI) and early childhood special education (ECSE) programs.

## **Oklahoma Resources:**

### ***The Little Lighthouse***

<http://www.littlelighthouse.org/>

The Little Lighthouse is a developmental center that provides tuition-free educational and therapeutic services to children with special needs from ages 0-6.

## ***Special Care***

<http://www.specialcareinc.org>

A United Way partner agency, Special CARE offers the best affordable, year-round early childhood education, therapy, and after school and summer programs for children with and without special needs.

## ***Head Start Center for Inclusion***

<http://depts.washington.edu/hscenter/disability-coordinators>

This website contains a wealth of information on supporting and including children with special needs in the classroom and at home.

## ***The Oklahoma Infant Transition Program (OITP)***

[www.oumedicine.com/oitp](http://www.oumedicine.com/oitp)

OITP serves infants and families in the Newborn Intensive Care Unit (NICU) at Children's Hospital at OU Medical Center. The program focuses on the family needs as they take their baby home and helps them connect with support services.

## ***Easter Seals of Oklahoma***

[www.eastersealsoklahoma.org](http://www.eastersealsoklahoma.org)

Easter Seals provides services to children with disabilities and special needs and welcomes children with disabilities in its Inclusive Child Development Center.

## ***Oklahoma Developmental Disabilities Council***

<http://www.okddc.ok.gov/>

The council promotes quality services and programs that enable persons with developmental disabilities to realize increased independence, productivity, and integration and inclusion in the community. Though not a provider of direct services, the council has assisted thousands of Oklahomans to live, work, play, learn and worship in their homes and in their own neighborhoods.