Mueller College Special Needs & Learning Support

THE EDUCATION ADJUSTMENT PROGRAM (EAP)

Information for Parents

The **Education Adjustment Program** (EAP) is the process used in Queensland Schools to identify and respond to the needs of students with disabilities.

The EAP is a way of collecting information about the needs of particular students with disabilities.

Stage 1: Assessments & Diagnosis

Stage 2: Developing an IEP (Individual Education Plan)

Stage 3: Verification of Diagnosis with EQ or ISQ.

Stage 4: Completing a Profile

Assessment & Diagnosis

A variety of assessments are used at Mueller College to identify the social, emotional and learning needs of students from P-12. Sometimes the results from these assessments suggest a student meets the criteria for a diagnosis. There are times when these results may need to be confirmed by a medical specialist (e.g. Paediatrician).

Verification of Diagnosis

Not every student with a disability is included in the EAP, because not every disability qualifies for targeted disability funding by EQ/ISQ. However, even if your child does not meet criteria for inclusion in the EAP, Mueller College will continue to work towards providing an appropriate program for your child.

The disability categories that are used for the purposes of allocating targeted funding are drawn from the broader DDA definition of disability.

To be eligible, a student's disability has to belong to at least one of seven disability areas identified by EQ/ISQ. These disabilities impact significantly on the student's functioning to the extent that they require frequent educational adjustments and have significant educational support needs.

The categories are:

- Autistic Spectrum Disorder (ASD)
- Intellectual Impairment (II)
- Speech Language Impairment (SLI)
- Vision Impairment (VI)
- Physical Impairment (PI)
- Hearing Impairment (HI)
- Social Emotional Disorder (SED)

Some assessment or diagnosis can be completed by school personnel, whereas other assessments and diagnoses will need to be completed by specialists outside the school.

Disability area	Who can diagnose it
Autistic Spectrum Disorder (ASD)	A paediatrician, psychiatrist or neurologist
Hearing Impairment (HI)	An audiologist or otolaryngologist
Intellectual Impairment (II)	A guidance officer and senior guidance officer
Physical Impairment (PI)	A paediatrician, neurologist, orthopaedic surgeon, geneticist or rheumatologist
Speech-Language Impairment (SLI)	A speech-language pathologist and guidance officer or psychologist
Vision Impairment (VI)	An ophthalmologist, paediatrician or neurologist
Social Emotional Disorder (SED)	A psychiatrist or clinical psychologist

Developing an IEP

The Individual Education Plan (IEP) process brings Parents/Carers, professionals and the student (where appropriate) together as a team to consider the student's current level of performance and to determine needs and learning priorities for the next six months. An IEP is not a plan of total instruction for students with disabilities. Other curriculum areas are covered in the general programming of the class, records of which are kept by the class teacher. An IEP is only one tool a teacher or specialist support staff member might use to record either:

- outcomes for an individual student that are different to the outcomes for their peers; or
- adjustments being made for individual students which are beyond the adjustments being made for other members of the class.

Completing a Profile

The EAP profile records a sample of the adjustments that are being made for the student including programs, teaching and learning strategies. It does not record all of the adjustments that are being made for the student, but it gives a sample of the type of frequency of adjustments.

The Profile will be completed by a team of staff who are involved in planning for the needs of your child.

*More information can be found on the DETA (Department of Education & Training) Website:

http://education.qld.gov.au/studentservices/learning/disability/parentguide/index.html