The Education Adjustment Program (EAP): is a process for identifying and responding to the educational needs of students with disabilities. Adjustments are made for students with disabilities to enable them to access the curriculum, achieve successful outcomes and participate in the life of the school.

The EAP process initiates an ongoing cycle of documented data collection, planning, program development, intervention, EAP Profiles, evaluation and review.

The EAP supports schools to:

- · identify students (from Prep-Year 12) who meet criteria for the EAP disability categories
- report the education adjustments they are making to meet the teaching and learning needs of these students.

Verification

Verification is the process of confirming that a student's identified impairment and the associated activity limitations and participation restrictions which require significant education adjustments meet criteria for one or more of the following seven EAP disability categories:

The following disability categories are recognised by Religious Institute Colleges:

Disability	Definition to meet the criteria for a diagnosis
Category	Definition to meet the oriteria for a diagnosis
ASD Autism Spectrum Disorder	A documented diagnosis – from psychiatrist, paediatrician or neurologist; specifying pervasive developmental disorder classification of autistic disorder, Rett's disorder, childhood disintegrative disorder, Asperger disorder or pervasive developmental disorder not otherwise specified.
	Pervasive developmental disorders are characterised by severe and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, or the presence of stereotyped behaviour, interests and activities.
HI Hearing Impairment	A documented diagnosis by an Otolaryngologist or an Audiologist; specifying evidence of a hearing loss greater than 20 dB HL at any one frequency.
	Hearing loss is measured as the increase in decibels (dB) of a person's hearing thresholds (the softest sounds which can be detected) relative to normal hearing levels (0 – 20 dB). Thresholds are tested across the frequencies of speech. Hearing loss is described as: • Mild – thresholds between 21dB and 45dB • Moderate – thresholds between 46dB and 65dB • Severe – thresholds between 66dB and 90dB • Profound – thresholds greater than 91dB.
II Intellectual Impairment	The definition of intellectual impairment is adapted from the American Association of Intellectual and Developmental Disabilities (AAIDD, 2002). Evidence form psychoeducational assessments indicate that:
	Intellectual impairment is characterised by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social, and practical adaptive skills. This impairment originates before age 18.
PI	A documented diagnosis must be provided by a registered medical specialist

Physical Impairment	including a paediatrician, neurologist, orthopaedic specialist, geneticist or rheumatologist.
	A physical impairment is defined as a dysfunction of the musculoskeletal and/or neurological body systems, which affects the functional ability of a student to move or coordinate
SLI Speech Language Impairment	Diagnosis into the category involves assessment by a Speech-Language Pathologist and psychometric testing carried out by a practitioner with a psychology background
	Speech Language Impairment is the category for identifying students requiring significant education adjustments as a result of having a severe ongoing primary spoken communication disorder.
VI Vision Impairment	A documented diagnosis of vision impairment provided by a registered ophthalmologist, or in some cases of cerebral (cortical) vision impairment, by a registered paediatrician or neurologist.
	Vision impairment is any diagnosed condition of the eye or visual system that cannot be corrected to within normal limits. Disease, damage or injury causing vision impairment can occur to any part of the visual system, such as the eye, the visual pathway to the brain or visual centre of the brain.
S-E Social Emotional	A documented DSM IV TR or ICD-10 diagnosis from a Medical Specialist (psychiatrist, paediatrician, neurologist)
Disorder	Social Emotional Disorder refers to a condition in which behavioural or emotional responses of an individual in school are so different from his/her generally accepted, age appropriate, ethnic or cultural
	norms that they adversely affect performance in areas such as self care, social relations, personal adjustment, academic progress, classroom, behaviour or work adjustment.

In addition to the diagnosis provided by the relevant specialist as outlined above, verification into each disability category of the EAP, evidence is required to satisfy a second criterion, i.e: the student's identified level of functioning results in activity limitations and participation restrictions at school requiring significant education adjustments.

Schools are eligible for additional funding through State and Commonwealth Targeted Programs to assist support the needs of students verified under the EAP because of their significant educational needs. Intended use of funding could include: Teacher aide time, professional development for teachers, counselling, resources and case conferencing. The school is required to provide accountability for use of the funds.

Click to obtain additional information contained in the RI EAP Handbook:

http://www.qcec.catholic.edu.au/index.php?option=com_content&view=article&id=345&Itemid=529