

## When should a child be referred to Child Find?

A child should be referred when any of the following is observed:

1. A health or medical disorder interferes with development and/or learning.
2. A child seems to have difficulty understanding directions like others that are his/her age.
3. A child seems to have difficulty seeing or hearing.
4. A child's speech is not understandable to family or friends.
5. A child appears to have social, emotional or behavioral difficulties that affect his/her ability to learn.
6. A child has difficulty with reading, math or other school subjects.
7. A child has a diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn.

## How can children be referred?

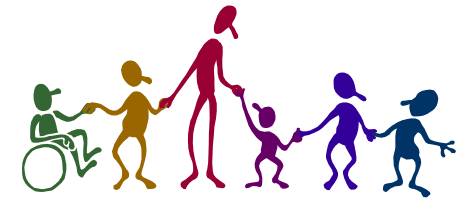
A referral may be made by anyone who has a concern about a child's development. All referrals are considered confidential. The parent retains the right to refuse services. Children may be referred by any of the following:

- Parents/legal guardians/foster parents
- Physicians/health care providers
- Childcare providers
- Preschool Programs
- Other family members
- School system personnel
- Community agencies
- Private school personnel
- Others who are concerned about a child's development.

Child Find activities are conducted on behalf of all children with disabilities living within Cherokee County. Our goal is to ensure access to a Free Appropriate Public Education. For further information please call:

**Ages 3 to 5th birthday**  
call Preschool Assessment Team  
(770) 721-8562

**Ages 5 to 21**  
Call (770) 721-8532



Cherokee County School District  
Preschool Assessment  
Department of Special Education  
P.O. Box 769  
Canton, GA 30169

[preschoolassessment@cherokeek12.net](mailto:preschoolassessment@cherokeek12.net)

Child Find  
**Child Find**

## Child Find Initiative

### Do you know a child age 3– 21 with special needs?

The following descriptions of special education categories are based on State of Georgia Department of Education SPECIAL EDUCATION RULES Categories of Eligibility (Chapter 160-4-7-.01)

#### Autism

A developmental disability, generally evident before age three, that adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and nonverbal communication and social interaction and participation. Other characteristics often associated with autism are unusual responses to sensory experiences, engagement in repetitive activities and stereotypical movements and resistance to environmental changes or changes in daily routine.

#### Deaf/Hard of Hearing

A hearing loss, whether permanent or fluctuating, that interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language and academic achievement.

#### Emotional/Behavioral Disorder

An emotional disability characterized by one or more of the following characteristics over a period of time and in multiple settings.

1. An inability to build, or maintain, satisfactory interpersonal relationships with peers and/or teachers.
2. An inability to learn which cannot be explained by intellectual, sensory or health factors.
3. Consistent or chronic inappropriate type behaviors or feelings under normal conditions.
4. Displayed pervasive mood of unhappiness or depression.
5. Displayed tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems.

#### Intellectual Disability

Significantly sub-average intellectual functioning, exhibited concurrently with deficits in adaptive behavior, which adversely effects educational performance. The disability may be described as mild, moderate, severe, or profound.

#### Orthopedic Impairment

A physical impairment result from disease, such as polio, conditions such as cerebral, or from amputations or birth defects, which are so severe as to interfere with educational performance.

#### Other Health Impairment

An impairment characterized by limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, due to health conditions such as heart disease, epilepsy, diabetes, etc., which adversely affects academic performance to the degree that the student requires special education.

#### Significant Developmental Delay

A delay in a child's development in one or more of the following areas: cognition, communication, gross or fine motor development, social emotional or adaptive development to the extent that, if not provided with special intervention, the delay may adversely affect his/her educational performance in school.

#### Specific Learning Disability

A disorder in one or more of the basic psychological process involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to students who have learning problems that are primarily the results of visual, hearing, or motor disabilities, intellectual disabilities, emotional or behavioral disorders or environmental, cultural or economic disadvantage.

#### Speech-Language Impairment

A communication skill that differs so significantly in manner or content from that of peers that is apparent, disrupts communication or affects emotional, social, intellectual or educational growth. The term includes impairments of articulation.

#### Traumatic Brain Injury

An acquired injury to the brain caused by an external physical force resulting in impairment that adversely affects the student's educational performance. The term does not apply to brain injuries that are congenital or degenerative in nature, or brain injuries induced by birth trauma or those resulting from internal occurrences such as stroke, tumor or aneurysm.

#### Visual Impairment

A condition in which the vision interferes with functioning in a regular school program. The student may be considered to be functionally blind, legally blind or partially sighted.

#### Related Services and Supplemental Aids

Services, which may be provided to assist a student with a disability in benefiting from special education. Such services include, but are not limited to the following.

Assistive Devices/Services  
Audiological Services  
Counseling Services  
Early Identification and Assessment  
Educational Interpreting Services  
Medical Services for diagnostic or evaluation  
Occupational Therapy  
Orientation and Mobility  
Parent Counseling and Training  
Physical Therapy  
Psychological Services  
Recreation  
Rehabilitation Counseling  
School health Services  
School Nutrition Services  
Social Work Services in Schools  
Speech Language Pathology Services  
Transportation  
Transition Services