



early intervention

supporting families and child development

Rhode Island Early Intervention Transition Workbook

A Family Guide





For children and families in Early Intervention, transition is the process of moving from the Early Intervention program into whatever new setting or program will meet the needs and goals of the child. Some children will leave Early Intervention before they turn three; others will leave EI upon their third birthday. Either way, having a good plan makes it all easier.

This guide and workbook will be a valuable resource as you go through the transition process. We have included some pages you can tear out to share with your Early Intervention (EI) provider or other adults who may be caring for your child in the future.

Children leaving EI can transition into a variety of settings where some children will require special education services, and others may not. Settings might include:

- Preschool located in a public school
- Head Start or Early Head Start
- Home or center-based early childhood programs
- Other community-based groups such as the YMCA
- Staying home with a parent or caregiver

Your Service Coordinator will be there to coach you as you prepare for what comes after Early Intervention.

When does the transition process start?

When your child is 27 months old, you and your IFSP team will discuss whether or not you think your child is “potentially eligible” for special education. You will talk about your child’s development and consider how his /her development compares with other children his own age. EI also has a document called “The RI Special Education Eligibility Criteria” which explains what conditions might make a child eligible for special education under RI’s special education regulations. Your Service Coordinator can provide you with this information.

If the team agrees that your child is **potentially eligible**, your Service Coordinator will send basic information about your child to your local school district. You may choose not to send information on your child even if the team decides he/she is potentially eligible for special education services. This is done by “opting out” of the notification process (your signature will be required). You can change your decision to “opt out” at any time, and your Service Coordinator will arrange to have your child’s information sent to the school district. Just remember that opting-out and then later deciding you would like to proceed with this notification might delay the timelines for transitioning your child by his/her third birthday.

IFSP Team, which includes the family, decides if this child is potentially eligible for special education.



Family decides to proceed with special education transition process or “opts out” and discontinues process.



Unless the family has “opted-out”, basic information is sent to school district. This includes: Child’s Name, D.O.B., Parent’s Name, Address, and Phone Number.

Information is not shared with school districts for children who are not potentially eligible for special education services.



Parent consent is needed to share additional information, including IFSP, evaluations, etc.



At the Transition Conference, families can learn about services that may meet the needs of their child.



Families can invite anyone they feel will be supportive and helpful to the transition meetings.



Families must receive Prior Written Notice (PWN) before all transition meetings. This gives families time to prepare.

If you and your IFSP team decide your child is **not potentially eligible**, no information is sent to your school district; but the transition process will still occur and focus on linking you with community resources that will support the needs of your child and family. You and your Service Coordinator will discuss options in your community as he/she leaves Early Intervention.

What happens after the IFSP teams determines my child is potentially eligible for Special Education Services?

After notification, families will sign a consent before additional information is shared with the representative from your school district. This representative is referred to as the LEA or local education agency (representative). Examples of what EI shares might include:

- The IFSP (Individualized Family Service Plan);
- Evaluation and Assessment Results;
- Transition Progress Summary;
- Other Evaluations Done by Early Intervention

If families have evaluations from sources other than EI, the family should forward them directly to the local school district representative.

What kind of meetings will occur?

The Transition Conference

The first meeting is the **Transition Conference**. The purpose of this meeting is for the family, their EI provider, and the early childhood school district representative to begin planning for transition. This Early Intervention meeting will be scheduled by your Service Coordinator at a time that is convenient for you and the school district representative. At this meeting:

- You will talk about:
 - ◇ What your child likes and what he/she is good at, what is challenging and what kinds of things upset him/her. The *All About Me* worksheet on page 16 may be helpful in preparing for this conversation. This is an opportunity for the LEA to get to know your child through your eyes.
- The School District Representative will talk about:
 - ◇ How special education eligibility is determined;
 - ◇ The range of special education services that may meet your child's needs; and
 - ◇ Your rights in the Special Education system.

Once notification is completed, the next will be a referral and eligibility meeting. The purpose of these meetings is to identify what else might be needed and then determine the child's eligibility for special education.



The transition process will be sped up for children coming into Early Intervention less than 90 days prior to their third birthday. The goal is to have all steps in place before your child turns three.

- The team will discuss:
 - ◇ What evaluations or information is needed to help determine your child's eligibility for special education.
 - ◇ Ways to support the child through transition; e.g., social stories, books about going to school or new settings, separation, toilet training, etc.
 - ◇ Adding new outcomes that support the child as he/she prepares to enter a new setting.
 - ◇ If appropriate, connecting with other resources that will assist families after transition; e.g., CEDARR, Moms Clubs, etc.

It is helpful to prepare for this meeting by writing down any questions you have and giving thought to what your child will need to be successful in future settings.

If a representative from your school district is not able to attend the Transition Conference, your Service Coordinator can still proceed with the meeting, unless you prefer to reschedule.

The next three meetings will be scheduled and led by your child's school district representative.

The Evaluation Team Meeting to Review the Referral

The purpose of this meeting is for the school's team to collect and discuss all the information they have about your child. This will be an opportunity for you to share what you know about your child. The team may decide that additional evaluations are needed. This meeting is typically held at the school district office to review your child's referral. It will be up to you to invite anyone you would like to join you, including your Service Coordinator.

The Evaluation Team Meeting to Determine Eligibility

The purpose of this meeting is to determine if your child is eligible for special education. Your Service Coordinator will help you prepare for this meeting and ensure that any relevant reports are sent (with your prior consent) to the school district representative. Receiving information ahead of time gives the school team a chance to review your child's information before the meeting. It may be helpful to bring copies of any other evaluations or reports from other providers, as well as the **Preparing for Transition Worksheets** (found later in this booklet). There are often many people at this meeting, but it is important to remember they are all interested in making the correct decision about your child's eligibility.

If the child is found eligible for special education, an IEP meeting is scheduled.



Developing a positive relationship with your child's IEP team is very important.



Using the documents in this handbook will help you prepare to make your child's IEP meeting a success.

The IEP (Individualized Education Program) Meeting

If your child is found eligible for special education, the next step is the IEP Meeting. At this meeting you will discuss your child's present level of development and develop achievable goals for the future. Again, it is up to you to invite anyone you feel will be supportive to you in this process. To prepare for this meeting, it will be helpful to think about what you would like to see your child doing a year from now. Writing down your ideas before the meeting is a great idea.

During the meeting, the team will consider your child's IFSP and important federal requirements, such as LRE and FAPE. To learn about these important terms, visit the glossary on page 19.

Children who are found eligible for EI after they are 28 months old will experience an accelerated process so the planning and meetings can all take place before the child turns 3.

Developing Your Child's IEP

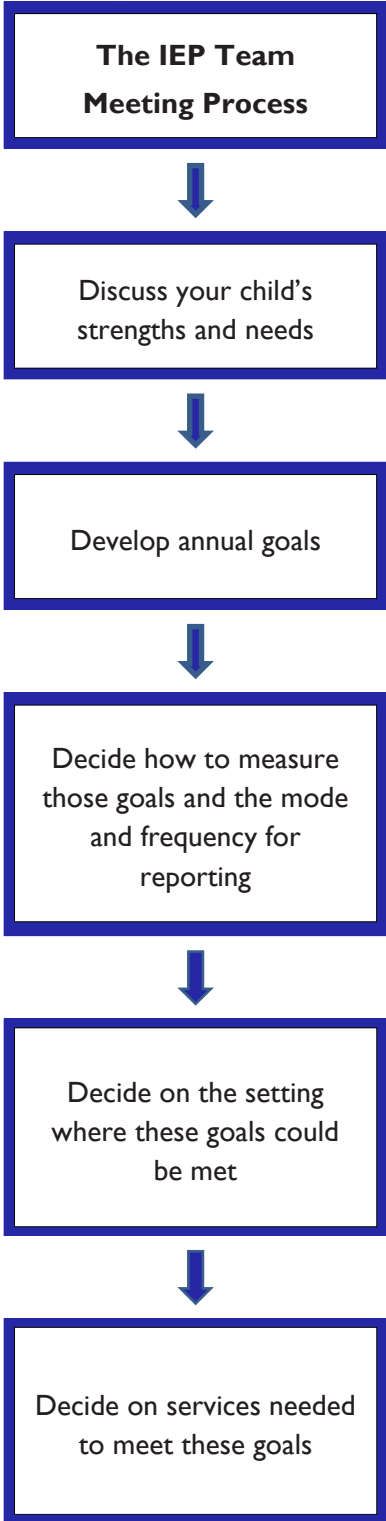
The IEP (Individualized Education Program) guides the delivery of services designed to help your child meet his/her individual goals. It is developed by the IEP team. You are a key member of this team. IEP goals utilize specially designed instruction to teach your child early childhood skills.

The IEP team must include the parent(s), at least one regular education and one special education teacher, and the LEA (local school district representative). Families can invite others to attend the meeting with them (e.g., your Service Coordinator, family members, etc.)

At the IEP meeting, the team will consider your child's strengths and needs. The group will discuss your child's functional and developmental skills and how he/she participates in everyday activities and routines. You will have the opportunity to share your concerns and priorities related to your child's education. The IEP team will discuss your child's participation in appropriate activities for children aged 3-5 using the RI Early Learning and Development Standards (RIELDS) as a resource. Completing the worksheets in this booklet will help you learn more about the RIELDS and prepare you for conversations with the IEP team.



It may be useful to begin thinking about your child’s strengths now; i.e., what he/she is good at as well as his/her weaknesses; i.e., areas he/she may need support in order to participate in an educational setting. The IEP team will use this information along with other available evaluations and reports as the basis for developing measurable goals. The team will then discuss how progress toward these goals will be shared with you.



What are some of your child’s strengths? List some things your child is good at.	What does your child need to be successful in an educational setting? List some areas in which your child needs help.

Next, the IEP team will discuss special education and related services, accommodations, program modifications, and support for school personnel so they may assist your child in meeting his/her goals. Definitions of these important terms are included in the glossary. The services your child needs will be directly related to the goals identified in the IEP.

If families disagree with the services or placement identified in the IEP, they should contact the **RI Department of Education Call Center at (401-222-8999)** or visit the website at www.ride.ri.gov for the RI Special Education Regulations. Your Service Coordinator can also help families with this process if it occurs before your child turns three.

If you need assistance after your child turns three, your program’s RIPIN (Rhode Island Parent Information Network) Parent Consultant can assist you.

We have also included resources at the end of this workbook.

You are well on your way! Celebrate your child’s growth!

What is the difference between Early Intervention and Special Education?

This chart outlines some of the major differences between the two systems.

	Early Intervention - Part C	Special Education - Part B
Ages Served	0-3	3-21
Individualized Plans	Individualized Family Service Plan (IFSP)	Individualized Education Program (IEP)
Plan Reviews	IFSP's are reviewed/revised at least every 6 months and more frequently as needed.	IEP's are reviewed/revised at least annually and changed more frequently if needed.
Program Focus	The family and the child	The child's educational needs
Services	Services for the child and family to meet the developmental need of the child and increase the family's capacity to meet the needs of their child.	Special education and related services needed to meet the educational needs of the child in order to enable the child to participate in the general education curriculum.
Family Involvement	Participate as a full member of the team making decisions about the individualized plan for services. Participate in and receive services to enhance the family's confidence and competence in meeting the needs of their child and family.	Participate as a full team member making decisions about the child Individualized plan for services.
Eligibility	Eligibility is state-defined and includes developmental delays based on state criteria as well as conditions that have a high probability of resulting in developmental delay if early intervention is not provided.	Eligibility is determined by state special education definitions of disability. A part of the determination is that the child needs the special education services to be successful in the general curriculum.
Location of Services	Natural environment to the maximum extent appropriate. Services are provided in locations the child would typically be in if not for his or her disability. Most often, this is home, child care facility, or other community setting.	Least restrictive environment (LRE) to the maximum extent appropriate. Students receive services and participate in the general curriculum alongside their peers without disabilities. This may be in a public school or community based preschool.
Service Coordination	Service coordination is a required service and is provided at no cost to the family.	No service coordination is required. The IEP is managed by the LEA to ensure appropriate services.
Cost	With parental consent, public or private insurance is billed for most services. There is no cost to families for EI services in RI.	Free Appropriate Public Education (FAPE); services included in the IEP are provided at no cost to the family under FAPE.
Service Provision	Services are provided year-round (12 months)	Services are provided on a school calendar year unless special circumstances require extended school year services.

Source: Beach Center on Disability (2008) Reproduced in The Early Intervention Workbook (2013)



What are the Rhode Island Early Learning and Development Standards?

The Rhode Island Early Learning and Development Standards (RIELDS) were developed by a team of early childhood professionals and adopted by the RI Department of Education in 2013. These standards describe what we want all young children to know and be able to do. They are meant to be inclusive of all children: English language learners, children with special needs, and children who are typically developing. The RIELDS recognizes that children will meet their developmental goals at different times and in different ways. All preschool IEPs are based on these standards.

The following worksheets are designed to help families prepare for the discussions about their child’s development leading up to and including the IEP meeting. They are organized by the same domains, or broad areas of learning, as the RIELDS.

You can share these worksheets with your Service Coordinator, send them to the school district representative to aid in preparation for upcoming meetings and bring them for yourself as a reference tool. Your Service Coordinator can also use this information in The Transition Summary, a document often used in the transition process.

Preparing for Transition from Early Intervention Family Worksheet

These worksheets use the categories from the RIELDS (RI Early Learning and Development Standards) to help you think about the questions early childhood educators will be asking about your child's development.

The information you record here can have many uses including:

- Helping you remember important details at upcoming meetings
- Sending to the school district Evaluation Team before you meet so they can be familiar with your child
- Adding your own words to other transition documents your IFSP Team may be preparing

Your Child's Name: _____

Physical Health and Motor Development

In young children, physical health and motor development includes:

- Kinds of play (structured and unstructured)
- Use of self-help skills
- Response to unsafe situations
- Use of large and small muscle control, strength, and coordination (including pre-writing skills)

Does your child like to play? If so, what are some of his/her favorite things to do?

Is there anything your child does not like to do? If so, what?

Does your child dress or undress him/herself? Use the toilet? Feed him/herself?

Does your child understand safety? (For example staying close to you when crossing a parking lot or street)

What other information would you like to share?

Tear Here To Share

Preparing for Transition from Early Intervention Family Worksheet

Your Child's Name: _____

Social and Emotional Development

In young children, social and emotional development includes:

- Engagement with parents and caregivers
- Engagement with other children
- How your child demonstrates confidence
- How your child expresses and regulates emotions and controls his/her impulses

Does your child have a preference to play with or alongside other children, alone or a combination of each?

What are some things that upset your child? What calms him/her?

What other information would you like to share?

Tear Here To Share

Preparing for Transition from Early Intervention Family Worksheet

Your Child's Name: _____

Language Development and Communication

In young children, the development of language and communication includes:

- How your child understands and responds to language (spoken, gestures, sign)
- Pays attention to language whether spoken, gestured, or signed
- Uses appropriate volume voice, takes turns talking, talks about a variety of things
- Using more English to express his/her wants and ideas, especially if he/she is an English Language Learner

How does your child let you know what he/she wants? (For example: pointing, words, gestures, etc.)

Who else does your child communicate with? How well do they understand your child?

Does your child follow simple directions? For example, "Bring me your shoes please."

What other information would you like to share?

Tear Here To Share



Photo Credit:
www.signingtime.com

Preparing for Transition from Early Intervention Family Worksheet

Your Child's Name: _____

Literacy

In young children, the development of early literacy includes how a child:

- Listens closely to the sounds of spoken language
- Shows interest in being read to or pretends to read
- Recognizes and identifies letters and makes letter-sound connections
- Is becoming more interested in listening to spoken English, if a dual language learner
- Is using other senses to engage in reading and listening to books if deaf or hard of hearing or visually impaired
- Demonstrates beginning writing skills

Does your child enjoy coloring or scribbling? Tell us about it.

Does your child like to sing (or pretend to sing) songs? Does he/she have a favorite book?

Are there any signs (such as on stores, or streets) or symbols, that your child recognizes?

What other information would you like to share?



Tear Here To Share

Preparing for Transition from Early Intervention Family Worksheet

Your Child's Name: _____

Cognition

In young children, the development of cognition includes how a child:

- Explores objects and materials
- Adjusts to changes in demands
- Use what they learn over and over, then build upon it
- Filters out distractions to concentrate on the task at hand

Does your child have a favorite toy or play activity? Tell us about it.

How long does your child usually play with one toy before moving on to something else?

How do you think your child learns best?

What other information would you like to share?



Tear Here To Share

Preparing for Transition from Early Intervention Family Worksheet

Your Child's Name: _____

Mathematics

In young children, the development of early math skills includes how a child:

- Recognizes numbers and begins to count
- Sorts objects and recognizes patterns
- Begins to measure and compare objects (big, little, short, long, etc.)
- Recognizes shapes

Does your child sort toys or other objects and use them for play? (For example all the blue blocks in one pile, red in another?)

Does your child understand and/or use the concepts of "on", "under", "next to" or "beside"?

Does your child understand the concepts of more than, less than, bigger and smallest?

What other information would you like to share?

Tear Here To Share

Preparing for Transition from Early Intervention Family Worksheet

Your Child's Name: _____

Science

In young children, the development of early science skills includes how a child:

- Explores sights, smells and textures
- Explores the details in peoples faces, nature, food, pets and other things in his/her world.

Can you think of a time when your child was curious about how something works, the outdoors, a new food, etc.?

Does your child like to play with sand, water, paints, play do?

Does your child like to explore his/her environment? What is his/her reaction when they find something new?

What other information would you like to share?

Tear Here To Share



Preparing for Transition from Early Intervention Family Worksheet

Your Child's Name: _____

Social Studies

In young children, the development of early social studies skills includes how a child:

- Demonstrates understanding of time (past, present, future) and place (Example: "We're going to the zoo tomorrow")
- Tells us how he/she relates to family/community and (Example: "That's my Mommy" or "That's my sisters school")
- Understands social roles/responsibilities (Example: "That man is a firefighter.")

When you talk about something that has happened in the past, does your child understand it has already happen or does he think it is about to happen again? How about when you talk about something in the future?

What other information would you like to share?

Creative Arts

In young children, the development of early creative art skills includes how a child:

- Experiences and participates in creative arts (e.g., colors, rhythm, music)

Does your child ever dance, sing or move to music?

Has your child ever used a "tool" to do a pretend job or in play?

What other information would you like to share?

Tear Here To Share

All About _____

Your child's name

Once your child has turned three, this worksheet may help you share important details so others (teachers, early childhood programs, childcare providers, etc.) can get to know your child's personality and temperament. What would your child like everyone to know?

On Most Days...

I spend my time with _____ at _____.

My day there goes like this...

You will know I am sad when...

and this helps me to feel better:

You will know I am mad when...

and this is how I need your help to settle down:

You will know I am happy when...

You will know I am scared when...

and this helps me to feel better:

My Favorite

Activities are...

Games and toys are...

Foods are...

Here are some things I DON'T like...

Here are a few more things that you should know about me...

Tear Here To Share

Rhode Island Part B Eligibility Criteria

Rhode Island's special education regulations identify specific disabilities that qualify a child for services under The Individuals with Disabilities Education Act (IDEA). The regulations establish 14 categories as a way to classify potentially eligible children. Some categories identify specific disabilities, while others are broader to include children with less specific disabilities.

The determination of whether a child's disability qualifies him/her for special education may require some type of evaluation to assess the individual needs of the child, and how that child's functioning would keep them from accessing the general curriculum.

The RI Board of Regents for elementary and secondary education has defined the following disability categories. *It is important to remember that children in these categories do not automatically qualify for special education.*

<p>Autism Spectrum Disorder</p>	<p>A developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance. Included in the spectrum are: <i>Autism, Pervasive Developmental Disorder Not Otherwise Specified, Rett's Disorder, Asperger's Disorder, and Childhood Disintegrative Disorder.</i> 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. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance (described below).</p>
<p>Deaf-Blindness</p>	<p>Co-occurring 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 <u>or</u> children with blindness.</p>
<p>Deafness</p>	<p>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.</p>
<p>Emotional Disturbance</p>	<p>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:</p> <ul style="list-style-type: none"> 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. <p>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 300.80.</p>
<p>Hearing Impairment</p>	<p>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.</p>

Rhode Island Part B Eligibility Criteria

<p>Intellectual Disability</p>	<p>A significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance.</p> <p>In federal language the word “Mental Retardation” has been replaced with “Intellectual Disability”</p>
<p>Multiple Disabilities</p>	<p>Co-occurring 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. The term does not include deaf-blindness.</p>
<p>Orthopedic Impairment</p>	<p>A severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by 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).</p>
<p>Other Health Impairment</p>	<p>A child 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 —</p> <ol style="list-style-type: none"> a. 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 b. Adversely affects a child’s educational performance.
<p>Specific Learning Disability</p>	<p>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 an 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.</p>
<p>Developmental Delay</p>	<p>Child with a disability, for children aged 3 through 8 (up to the child’s ninth birthday), includes a child who shall qualify for special education and related services when the child is experiencing a developmental delay or a disability, as determined by the evaluation process; and</p> <p>A developmental delay or disability is defined as a 25 percent (25%) delay and/or score equal to or greater than two standard deviations below the mean in one of the following areas of development; or a score equal to or greater than 1.5 standard deviations below the mean in two (2) or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development.</p>
<p>Speech or Language Impairment</p>	<p>A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.</p>
<p>Traumatic Brain Injury</p>	<p>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.</p>
<p>Visual Impairment Including Blindness</p>	<p>Impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.</p>

State and Local Resources

Paul V. Sherlock Center on Disabilities at Rhode Island College provides information and resources on:

- Technical Assistance and Resources for RI's Early Intervention system
- Special Education in RI
- The Educational Advocates Program for children in the care of DCYF and whose parents are not available to act on their behalf
- RI Vision Education and Services Program
- RI Services to Children and Youth with Dual Sensory Impairments
- Transition to Adulthood and Employment Support

600 Mount Pleasant Avenue
Providence, RI 02908
Tel: 401-456-8072, (TDD) 401-456-8773
www.sherlockcenter.org

RI Parent Information Network (RIPIN) provides information, support and training for families in the areas of education and healthcare.

1210 Pontiac Avenue
Cranston, RI 02920
Tel: 401-270-0101, or 800-464-3399
www.ripin.org

Rhode Island Department of Education

Office of Student, Community, and Academic Support provides information on special education regulations

Ruth Gallucci, Education Specialist, Early Childhood Education
401-222-8947
255 Westminster Street
Providence, RI 02903

Call Center: 401-222-8999
www.ride.ri.gov

Rhode Island Technical Assistance Project at Rhode Island College provides guidance on how to write IEP's, extended school year and issues related to special education.

Tel: 401-456-4600
www.ritap.org

Rhode Island Executive Office of Health and Human Services is the lead agency for RI Early Intervention.

Hazard Building #74
West Road
Cranston, RI 02920
Info Line: 401-462-5300 (TTY) 401-462-3363

Web Resources

BrightStars- Find child care that meets your family's needs, learn how to evaluate options and pay for care;
<http://www.brightstars.org/>

Center for Parent Information and Resources – Information on many topics including education, children with special needs, writing IEP's, IDEA and more.
<http://www.parentcenterhub.org/>

Wright's Law - Information about special education law, education, law, and advocacy for children with disabilities.
www.wrightslaw.com

LD Online – Information on educating children with learning disabilities and ADHD
www.ldonline.org

Exceptional Parent - Information and resources for families of children with special needs.
www.eparent.com

Glossary

APE - Adaptive Physical Education

AT - Assistive Technology - any item that increases a child's functioning or participation in a typical learning activity (or the selection or training for such an item); examples include: adaptive spoon, picture board, wheelchair or computer touch screen.

Accommodations - changes that help a student overcome or work around his/her disability. An example is allowing a student who has trouble writing to give his answers orally. This student is still expected to know the same material and answer the same questions as fully as the other students, but can provide answers orally.

Eligibility - conditions and/or information that show special education services are necessary.

ESY - Extended School Year Services - special education and/or related services provided when school is not typically in session.

Evaluation - the process used to determine eligibility or assess developmental functioning

FAPE – Free Appropriate Public Education – provides assurance that children with disabilities are entitled to public education, under public supervision and direction, and without charge

IEP - Individualized Education Program - a written education program to meet the individual special education and related service needs of a child with a disability

IFSP - Individual Family Service Plan - a written plan to meet the individual needs of an infant or toddler and his/her family.

LAC - Local Advisory Committee - an organized group of parents and professionals who address special education concerns and issues, sometimes referred to as **SEAC** (Special Education Advisory Committee)

LEA - Local Educational Agency - the local school district liaison.

LRE - Least Restrictive Environment - to the maximum extent appropriate, children with disabilities are educated with children without disabilities.

Modification - a change in what is being taught to or expected from the student. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.

Parent Consultant - Employees of the RI Parent Information Network who work at EI programs to help families with support, information and family-to-family connections. The Parent Consultants all have children who have been through an Early Intervention program.

Procedural Safeguards - rights that are guaranteed to the family and child with a disability.

Related Services - services that are required to assist a child with a disability to benefit from special education. Related services may include transportation, therapy and orientation and mobility services.

SEA -State Education Agency - In RI this refers to the RI Department of Education

Supplementary Aids and Services – Included aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with their general education peers to the maximum extent appropriate.

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