



# Handbook

Produced by Harborfields SEPTA in cooperation with Harborfields CSD  
Department of Special Education and Pupil Personnel Services

February 2011

# TABLE OF CONTENTS

## Harborfields CSD Special Education Programs

District Wide Services.....	1-3
Washington Drive Primary School.....	4
Thomas J. Lahey School.....	5
Oldfield Middle School.....	6
Harborfields High School.....	7
The CSE/CPSE Process.....	8-9
Individualized Education Program (IEP).....	10
Classifications.....	11-14
Terminology.....	15-20
Acronyms.....	21

# HARBORFIELDS CSD SPECIAL EDUCATION PROGRAMS

## DISTRICT WIDE SERVICES

The Harborfields Central School District will consider general education programming prior to considering a more restrictive setting within the district's continuum of services. The need for additional services is determined by the Committee on Special Education.

### **General Education Class Program (Majority of Students)**

In this setting, the student may receive any of the services afforded to all students. These services may include counseling and academic intervention services such as:

Remedial Reading

Counseling

Remedial Math

English as a Second Language

At Oldfield Middle School and Harborfields High School, teachers provide additional academic assistance such as extra help sessions during the school day and before or after school hours.

### **Resource Room      Elementary--Class Size 20      Secondary--Class Size 25**

- The Resource Room program offers support services for the student who is unable to acquire certain skills in the general education setting and has been recommended by the district Committee on Special Education as requiring special education services. Pupils shall receive not less than three hours of instruction per week or spend more than 50 percent of their time during the day in the Resource Room program. The composition of the instructional groups in such a program shall be based on the similarity of the individual needs of the pupils as defined in the IEP. It is the goal of the program to help these students develop adequacy in areas in which they have experienced difficulty. The most important factor is to provide students with opportunities which foster their educational, vocational, and social growth toward more optimal and age appropriate levels.
- Conferences are held on a regular basis with general education teachers to formulate goals, set up methods of instruction, chart individual progress, and discuss management techniques for both academic and social adjustment.

## **Consultant Teacher Indirect**

- A special education teacher provides consultation to the general education teacher for the purpose of sharing strategies that will assist the student in the general education classroom.

## **Speech and Language**

### Class Size

1:1 or 5:1

### Amount of Service

Minimum 2 X 30 minute sessions per week

- The program is aimed at remediation of speech and language disorders. Services are rendered in groups of one to five for a minimum of two 30 minute sessions per week.

## **Occupational and Physical Therapy**

### Class Size

1:1 or 5:1

### Amount of Service

Minimum 1 X 30 minute session per week

- Services are provided by an outside agency, contracted through the Harborfields Board of Education, to remediate large and fine motor difficulties that significantly interfere with the student's ability to acquire academic skills in the school environment.

## **Counseling/Social Skills Groups**

### Class Size

1:1 or 5:1

### Amount of Service

Minimum 1 X 30 minutes per week

- Individual counseling is provided by a school psychologist or social worker to address issues that interfere with a student's academic performance.
- Social Skills groups are provided by the school social workers to enhance the student's abilities in positive interactions with fellow students.

## **TSS/Transitional Support Services**

Transitional support service prescribed in the Individualized Education Plan are provided to the student's teacher(s) including consultation and/or training when a student with a disability moves into a less restrictive environment. This is a temporary service specified in a student's IEP.

## **DSS/Declassification Support Services**

The student and the student's teachers may be provided educational and support services to assist the student transitioning from special education programs and services to full-time general program. Services which may be offered include

psychological and social work intervention, non-career counseling, and other appropriate educationally related support services. The student's teachers in the general educational program may also be provided services to assist the student. When the Committee on Special Education determines that a student be declassified, the committee defines the type of service the student requires, as well as the duration of the services during the first month that the student moves into full-time general education.

## WASHINGTON DRIVE PRIMARY SCHOOL

### **Integrated Co-Teaching**

Class Size: 12:1:1

- Students who require the structure and individualization of academic work provided in a self-contained class are in the general education classes in grade 1 and 2 in an integrated class. There is a teaching assistant in each general education class and a special education teacher is in the classroom for a portion of each day. A study skills class is offered to the students for one period each day when they leave the general education classroom to work with the special education teacher in the small group setting.
- Mainstream activities are also provided in lunch, recess, art, music, library, physical education and computer instruction.

### **DLC/Developmental Learning Class**

Class Size 12:1:2

- Self-contained class which emphasizes individualization of instruction according to the academic and behavioral needs of the students.
- Academic ranges include readiness activities in reading, mathematics, language, perceptual-motor development to early primary basic skills in these areas. Class management includes behavior modification program to foster social-emotional growth in areas such as time on task, impulse control, and cooperative play.
- Mainstreaming is generally offered in lunch, recess, music, art, library, physical education and computer instruction.
- Inclusion experiences are offered during the school year.

### **PALS/Planned Activity Learning System**

Class Size 6:1:2

- The Planned Activity Learning System is based on an outcome based approach to individualize programming for students who demonstrate significant academic and social/behavioral challenges because of Pervasive Developmental Disorders. This research based approach depends on effective teaching techniques such as discrete trials, incidental teaching, video modeling, peer modeling, activity schedules and motivation systems. There is also a component for parent training.
- The data based accountability system that is in place for this program relies on student performance, staff performance and program effectiveness. The use of Applied Behavior Analysis will assist the students in generalizing the skills acquired in the academic setting to home and community situations.
- Mainstreaming is generally offered in lunch, recess, music, art, library, physical education and computer instruction.
- Inclusion experiences are offered during the school year.

## **THOMAS J. LAHEY ELEMENTARY SCHOOL**

### **Integrated Co-Teaching**

Class Size 12:1:1

- Students who require the structure and individualization of academic work provided in a self-contained class are in the general education classes in grades 3-4-5 in an integrated model. There is a teaching assistant in each general education class and a special education teacher is in the classroom for a portion of each day. A study skills class is offered to the students for one or two periods each day when they leave the general education classroom to work with the special education teacher in the small group setting.
- Mainstream activities are also provided in lunch, recess, art, music, library, physical education and computer instruction.

### **DLC/Developmental Learning Class**

Class Size: 12:1:2

- Self-contained class which emphasizes individualization of instruction according to the academic and behavioral needs of the students.
- Academic ranges include readiness activities in reading, mathematics, language, perceptual-motor development to early primary basic skills in these areas. Class management includes behavior modification program to foster social-emotional growth in areas such as time on task, impulse control, and cooperative play.
- Mainstreaming is generally offered in lunch, recess, music, art, library, physical education and computer instruction.
- Inclusion experiences are offered during the school year.

### **PALS/Planned Activity Learning System**

Class Size: 6:1:2

- The Planned Activity Learning System is based on an outcome based approach to individualized programming for students who demonstrate significant academic and social/behavioral challenges because of Pervasive Developmental Disorders. This research based approach depends on effective teaching techniques such as discrete trials, incidental teaching, video modeling, peer modeling, activity schedules and motivation systems. There is also a component for parent training.
- The data based accountability system that is in place for this program relies on student performance, staff performance, and program effectiveness. The use of Applied Behavior Analysis will assist the students in generalizing the skills acquired in the academic setting to home and community situations.
- Mainstreaming is generally offered in lunch, recess, music, art, library, physical education and computer instruction.
- Inclusion experiences are offered during the school year.

## **OLDFIELD MIDDLE SCHOOL**

### **Integrated Co-Teaching**

Class Size 12:1:1

- Students who require the structure and individualization of academic work provided in a self-contained class are in the general education classes of language arts, science, math and social studies at every grade level. This integrated class model provides either a special education teacher or teaching assistant in the general education classroom with the special education students. Mainstream activities are also provided in lunch, physical education, art, music, technology and second language. One or two study skills classes are offered to the students each day when they leave the general education classroom to work with the special education teacher in a small group setting.

### **DLC/Developmental Learning Class**

Class Size 12:1:2

- Self-contained class which emphasizes individualization of instruction according to the academic and behavioral needs of the students.
- Academic instruction include activities in reading decoding skills, comprehension, mathematics, language and other appropriate curriculum areas. Class management includes a behavior modification program to foster social-emotional growth in areas such as time on task, impulse control, and independent organizational and study skills.
- Inclusion experiences are offered in special area subjects and some content area classes dependent on individual student needs.
- Mainstreaming is generally offered in lunch, recess, music, art, and physical education.

## **HARBORFIELDS HIGH SCHOOL**

### **Integrated Co-Teaching**

Class Size 12:1:1

- For core subjects of English, Math, Science, and Social Studies.
- Students who continue to require the structure and individualization of academic work in a self-contained class receive the support in an integrated class model at the high school. Individualized instruction is offered with the general education classroom to provide modification of curriculum because of the students' severe processing problems.
- A study skills class is provided to address these needs in a small group setting.
- The goal of the program is graduation with a high school diploma with appropriate skills for a vocational area or sufficient academic skills for further educational experiences.

### **Career Transition Class**

Class Size 12:1:1

- There are two distinct components to this class.
- One group of students will be those enrolled in integrated classes who are taking Regents courses. They will have the opportunity to take a one or two period course that provides study in preparation for employment such as developing a resume, going on an interview, basic social interactions with employers and colleagues and other required elements to successfully maintain employment. If a student is unable to achieve success in the Regents course of study because of cognitive deficits, he or she would transfer to the self-contained component of the class upon the approval of the district Committee on Special Education.
- The second group of students will be self-contained for academic instruction in Language Arts, math, science, and social studies, following a life-skills curriculum. Mainstream opportunities will be available in lunch and electives with students scheduled for Adapted Physical Education when required. The students enrolled in this class will be working towards an IEP diploma. There will be emphasis on preparation for the job market through vocational training and specific classes geared toward proficiency in this area. A "phase-in" or on-site training for a variety of employment opportunities will be provided.

# The CSE/CPSE Process

## **What happens if a child is suspected of having a disability?**

A student may be suspected of having a disability if he or she demonstrates little or no response to intervention in the general classroom setting. Strategies for resolving a learning difficulty have not shown significant changes in the child's ability to acquire academic skills. At this time, he or she shall be referred in writing to the CSE (Committee on Special Education) for evaluation and determination of eligibility for special education programs and services. The timeline for identifying a disability and recommending a placement begins upon receipt of parental consent for an evaluation.

The list below offers an overview of the special education process. It is not designed to show all steps or the specific details. It shows what happens from the time a child is referred for evaluation and is identified as having a disability, through the development of an Individualized Education Program (IEP).

The process begins when someone (school staff, parents, etc.) makes a referral for an initial evaluation to the Committee on Special Education (CSE).

**1...An evaluation is requested. Parents agree in writing.** Parents, school personnel, students or others make a written request for an evaluation. The initial evaluation includes a physical examination, a psychological and educational evaluations, a social history, observation in the child's current education setting, other tests or assessments such as speech and language. If the school district denies the parent evaluation request, it must give the parent appropriate notice and due process rights.

**2...The evaluations are completed and reviewed at a meeting of the Committee on Special Education.** A group of qualified professionals and the parent review the evaluation results, and determine if your child is eligible for special education services.

**3...The child is not eligible, and the process is complete.** The parent has a right to disagree with the results and request due process.

OR

**4...An educational classification is determined and the child is eligible for services.** If the child is eligible for services, the CSE which includes the parent, will plan the child's Individualized Education Program (IEP). Placement must be in the child's Least Restrictive Environment (LRE). The child will stay in the general education classroom to receive services unless the CSE determines that the child cannot be successful there even with special additional aids and services.

**5...Annual CSE meeting.** The CSE meets at least once a year to discuss progress and to create any new goals or services into the IEP.

**6...Reevaluation Review.** Takes place every 3 years.

If the parent disagrees with the initial IEP or to any changes made to the IEP, the parent should first try to work out an agreement with the CSE team. If the parent still disagrees, due process rights can be used. The child will continue to receive the services listed in the current IEP until an agreement is reached. If the parent continues to disagree with the IEP, the parent may request additional testing or for an Independent Educational Evaluation, or resolve the disagreement using due process.

Parents must receive a written copy of special education procedural safeguards. This outlines steps for due process hearings and mediation. They must be given a copy when their child is first referred for an evaluation and every time they are notified of an IEP meeting for their child.

If a parent has not already received it, copies of **Special Education in New York State for Children Ages 3-21 - A Parent's Guide**, are available at the Harborfields CSD Department of Special Education and Pupil Personal Services located at Oldfield Middle School. This document provides information for parents, guardians, and other family members about laws, regulations and policies affecting special education programs and services.

# Individualized Education Program (IEP)

If a child is eligible for services, the CSE must develop a plan to meet the child's individual needs. This is called the Individualized Education Program (IEP). Some of the requirements of the IEP are listed below.

- Child's name and the specific disability
- Child's current abilities, needs, and evaluation results
- Annual goals
- Special equipment needed to meet the annual goals
- What services, how often and how long they will be provided to help the child meet his/her goals
- Provisions for test taking (such as a longer time to take tests)
- Program modifications
- Supports for the child's teacher to help implement the IEP
- How and when the parent will receive reports on the child's progress
- Transition planning and services for transition starting at age 12
- Where services will be provided. It must be explained to what extent, if any, the child will not be in regular education programs.
- The parent of a student must sign consent for special education records, including the IEP, to be forwarded to any program or school after graduation.

# CLASSIFICATIONS

When a parent has a CPSE/CSE, the child will receive a classification if s/he meets the criteria for an educational disability. If the child does not receive a classification, s/he still may be eligible for accommodations under Section 504.

There are 13 official classifications of disability, which are covered in the Individuals with Disabilities Education Act (IDEA) and make a child eligible for special education services. Whether a certain child is eligible is up to the CSE, which includes the parent.

1. Autism (PDD/NOS)
2. Deafness
3. Deaf/Blindness
4. Emotional Disturbance
5. Hearing Impairment
6. Learning Disability
7. Mental Retardation
8. Multiple Disabilities
9. Orthopedic Impairment
10. Other Health Impaired
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visually Impaired

**1...Autism (PDD/NOS)** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a student's educational performance. Other characteristics often associated with children 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 student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph 4 of this subdivision. A student who manifests the characteristics of Autism after age 3 could be diagnosed as having Autism if the criteria in this paragraph are otherwise satisfied.

**2...Deafness** means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a student's educational performance.

**3...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 students with deafness or students with blindness.

**4...Emotional Disturbance (ED)** 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 student's educational performance:

- (i) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (iii) Inappropriate types of behavior or feelings under normal circumstances.
- (iv) A generally pervasive mood of unhappiness or depression.
- (v) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

**5...Hearing Impairment (HI)** exhibits a hearing loss that is permanent or fluctuating, which even with amplification adversely affects the child's educational performance but that is not included under the definition of deafness in this section.

**6...Learning Disability (LD)** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term 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. A student who exhibits a discrepancy of 50 percent or more between expected achievement and actual achievement determined on an individual basis shall be deemed to have a learning disability.

**7...Mental Retardation** means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance. (The newer label of intellectual and developmental disability is becoming a far more accepted and prevalent term within the field.)

**8...Multiple Disabilities** means concomitant impairments (such as learning disabilities-speech impaired, learning disabilities-visually impaired, etc.), the combination of which cause educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness. Two or more related services are required to have this classification on an IEP.

**9...Orthopedic Impairment** means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (such as clubfoot, absence of some member, etc.), impairments caused by disease (such as poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (such as cerebral palsy, amputation).

**10...Other Health-Impaired (OHI)** 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 is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, ADD or ADHD or Tourette's syndrome, which adversely affects a student's educational performance.

**11...Speech or Language Impairment (SLI)** is defined as a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects the child's ability to talk, understand, read, and write.

**12...Traumatic Brain Injury (TBI)** means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgments, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information

processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

**13...Visually Impaired (VI)** including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

# TERMINOLOGY

**Accommodations** – allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation.

**Achievement Tests** – a test that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of planned instruction or training.

**Adapted Physical Education** – a special physical education program developed to fit the limits and disabilities of persons with disabilities.

**Advocate (Advocacy)** – an individual who is not an attorney, but who assists parents and children in the dealings with school districts regarding the child's special education program.

**Annual Review** – an evaluation, conducted annually which may or may not include formal testing, by the Committee on Special Education to review the past school year and plan for the next one. The purpose is to recommend continuation, modification, or termination of the special education services and programs.

**Apraxia** – difficulty sequencing the motor movements necessary for expressive language.

**Aptitude Tests** – tests designed to measure a person's ability to learn and the likelihood of success in future school/work or in a specific career.

**Articulation** – refers to the production of speech sounds resulting from the movements of the lips, jaw and tongue as they modify the flow of air.

**Assessments** – tests.

**Assistive Technology** – equipment that enhances the ability of students and employees to be more efficient and successful (such as tape recorder/laptop).

**Behavior Modification** – a technique intended to change behavior by rewarding desirable actions and ignoring or "negatively rewarding" undesirable actions.

**Binocular Fusion** – the blending of separate images from each eye into a single meaningful image.

**Central Auditory Processing Disorder** – A person with this disorder typically has normal hearing sensitivity, but experiences difficulty analyzing or making sense of what they hear.

**Central Nervous System** – the brain and spinal cord.

**Classification** – a disability category that most appropriately describes a child in the educational setting.

**Cognitive Ability** – intellectual ability, thinking and reasoning skills.

**Confidential File** – file maintained by the school which contains evaluations conducted to determine whether a child has an educational disability, as well as any other information related to special education placement. This is a limited access file. Parents do have a right to inspect the file and have copies of any information contained in it.

**Conceptual Disorder** – disturbances in thinking, reasoning, generalizing and memorizing.

**CPSE – Committee on Preschool Education** – a group made up of several educational specialists that evaluates the student’s disability and prepares an IEP for that 3-5 year old student.

**CSE – Committee on Special Education** – a group made up of a student’s classroom teacher and several educational specialists that evaluates the student’s disability and prepares an IEP for that 5-21 year old student.

**Decoding** – the process of getting meaning from written or spoken symbols.

**Development Aphasia** – a severe language disorder that is presumed to be due to brain injury rather than because of a developmental delay in the normal acquisition of language.

**Developmentally Delayed** – a delay in some aspect of physical or mental development.

**Disability** – a physical, sensory, cognitive or affective impairment that substantially limits one or more of the major life activities.

**Discrepancy** – significant difference.

**Distractibility** – the shifting of attention from the task at hand to sounds, sights and other stimuli that normally occur in the environment.

**Due Process** – the application of law to ensure that an individual’s rights are protected. When applied to children with educational disabilities, due process means that parents have the right to request a full review of any educational program developed for their child. This allows parents to have input into their child’s educational program and to take steps to resolve disagreements.

**Dysarthria** – a disorder of the speech muscles that affects the ability to pronounce words.

**Dyscalculia**– a severe difficulty in understanding and using symbols or functions needed for success in mathematics.

**Dysgraphia** – a severe difficulty in producing handwriting that is legible and written at an age-appropriate speed.

**Dyslexia** – a severe difficulty in understanding or using one or more areas of language, including listening, speaking, reading, writing and spelling.

**Dysnomia** - a marked difficulty in remembering names or recalling words needed for oral or written language.

**Dyspraxia** - a severe difficulty in performing drawing, writing, buttoning and other tasks requiring fine motor skill, or in sequencing the necessary movements.

**Early Intervention Program** - a program specifically designed to assist developmentally delayed infants and preschool children to the age of 3. The purpose of this type of program is to help prevent problems as the child matures.

**Educational Evaluation** - One of the components necessary to determine whether a child has an educational disability. The evaluation generally consists of a battery of tests and/or classroom observation and analysis of class work designed to determine the current levels of achievement in areas such as reading, math, spelling, etc. Perceptual abilities and learning style may also be evaluated.

**Encoding** - the process of expressing language.

**Expressive Language** - communication through writing, speaking, and/or gestures.

**Extended School Year Services** - 12 month program required to prevent substantial regression.

**Eye-Hand Coordination** - the ability of the eyes and hands to work together to complete a task.

**Fine Motor Skills** - the use of small muscles for precision tasks such as writing, tying bows, zipping a zipper, and keyboarding.

**General Education** - all education not included under Special Education.

**Gross Motor Skills** - the use of large muscles or activities requiring strength and balance. Examples are walking, running and jumping.

**Hyperactivity** - disorganized and disruptive behavior characterized by constant and excessive movement.

**Hyperkinesis** - another term for hyperactivity.

**Hypoactivity** - underactivity; a child may appear to be in a daze, lacking energy.

**IDEA - Individuals with Disabilities Education Act** - a law that states that children with disabilities have the right to a free appropriate public education, including procedural protections and the right to an education that is standards based.

**IEP - Individualized Education Program** - a written educational prescription developed for children with an educational disability. School districts are required by law to develop these plans, in cooperation with parents.

**Impartial Hearing** - meeting between the school district and the parents. An impartial hearing officer listens to both positions and decides on an appropriate and legal educational program.

**Impulsivity** - reacting to a situation without considering the consequences.

**IST - Instructional Support Team** - a building level team of professional staff members that include building administration, a psychologist, special education teacher, general education teacher, and other support staff that reviews the needs of students and develops interventions to assist the student in the general education setting.

**Integrated Co-Teaching (previously Inclusion)** - a program model in which the special education teacher collaborates with the general education teacher to provide instruction in the general education classroom for students with disabilities.

**Itinerant Services** - support provided by an outside group or agency who comes to the school to provide technology based services, adaptive access support for the visually impaired, support for the hearing impaired, etc.

**Learning Disabilities** - disorders of the basic psychological processes that affect the way a child learns. Many children with learning disabilities have average or above average intelligence. Learning disabilities may cause difficulties in listening, thinking, talking, reading, writing, spelling, or arithmetic.

**Mainstreaming** - the practice of placing a student with educational disabilities into general education classrooms for at least part of that student's school programs.

**Mediation** - a meeting with the school district, parents, and a mediator (impartial person) to help both sides come to an acceptable agreement.

**Modifications** - the adjustment to an assignment or a test.

**Multi-Sensory Learning/Instruction** - an instructional approach that combines auditory, visual, and tactile elements into a learning task.

**Neuropsychological Examination** - a series of tasks that allow observation of performance that is presumed to be related to the intactness of brain function.

**Orton-Gillingham** - an approach to teaching individuals with learning disabilities. The technique stresses a multi-sensory, phonetic, structured, sequential approach to learning.

**Parent Member** - a voluntary member of the Committee on Special Education who also has a child with a disability and acts as a representative for the CSE child. The parent member is required unless the parent of the child signs a waiver excusing the parent member from attendance at the CSE meeting.

**Part 200 Regulations** - New York State regulations of the Commissioner of Education that outline the programs and services for students with disabilities.

**Perceptual Disability** - difficulty in ability to process and organize as well as interpret information through the senses.

**Perseveration** - the repeating of words, motions, or tasks.

**Psychological Evaluation** - a battery of tests that access a student's cognitive abilities as well as social and emotional functioning in the school setting.

**Reading Recovery** - A highly structured short term intervention of one-on-one support for low achieving primary school students.

**Receptive Language** - the interpretation of oral language.

**Reevaluations** - required every three years and includes all tests that were required for initial referral.

**Related Services** - developmental, corrective, and other supportive services as are required to assist a student with an educational disability such as speech and occupational therapy.

**Resource Program (Supplementary Instruction)** - a program model in which a student with disabilities is in a general education classroom for most of each day, but also receives regularly scheduled services in a specialized resource classroom.

**RTI - Response to Intervention** - Researched based instructional assessments and activities designed to individualize approaches to instruction based on student needs. The effectiveness of these interventions must be implemented and assessed prior to making a referral to the CSE.

**School Health Services** - services provided by a qualified school nurse or other qualified person.

**Section 504** - A civil rights statute designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. Some individuals who do not qualify for services under IDEA may receive services and/or accommodations under Section 504 of the Rehabilitation Act of 1973.

**Self-Contained** - specialized class for specific types of educationally disabled students who spend all or the largest portion of the school day in this setting.

**Social History** - a report of information gathered and prepared by qualified school district personnel pertaining to the interpersonal, familial and environmental variables which influence a student's general adaptation to school.

**Special Education** - specially designed individualized or group instruction, or special services or programs, provided at no cost to the parent to meet the unique needs of students with educational disabilities.

**Standardized Testing** - a test that compares a child's performance with the performance of a large group of similar children by age or grade norms.

**Subcommittee** - a Subcommittee on Special Education requires a Chairperson, special education teacher, general education teacher (when a student is also in general education classes) and parent of the child. This committee may not make a recommendation for an initial classification and placement or for a more restrictive environment.

**Tactile** - having to do with the sense of touch.

**Transition** - commonly used to refer to the change from secondary to post-secondary programs, work and independent living typical of young adults.

Also used to describe other periods of major change such as from more specialized to mainstreamed settings.

**Visual Perception** - ability to correctly interpret what is seen.

**Wilson Reading** - an approach to teaching individuals with learning disabilities. The technique stresses a multi-sensory, phonetic, structured, sequential approach to learning.

# ACRONYMS

**ADA** - Americans with Disabilities Act  
**ADD** - Attention Deficit Disorder  
**ADHD** - Attention Deficit Hyperactivity Disorder  
**AIS** - Academic Intervention Services  
**ASD** - Autism Spectrum Disorder  
**BOCES** - Board of Cooperative Educational Services  
**CP** - Cerebral Palsy  
**CPSE** - Committee on Preschool Education  
**CSE** - Committee on Special Education  
**ED** - Emotional Disturbance  
**EDGAR** - Education Department General Administrative Regulations  
**FAPE** - Free Appropriate Public Education  
**FERPA** - Family Education Rights and Privacy Act  
**IDEA** - Individuals with Disabilities Education Act  
**IEE** - Independent Educational Evaluation  
**IEP** - Individualized Education Program  
**IST** - Instructional Support Team  
**LD** - Learning Disability  
**LRE** - Least Restrictive Environment  
**NOS** - Not Otherwise Specified  
**OCR** - Office of Civil Rights (Dept. of Education)  
**ODD** - Oppositional Defiant Disorder  
**OSEP** - Office of Special Education Programs (Dept. of Education)  
**OT** - Occupational Therapy  
**PDD** - Pervasive Developmental Disorder  
**PPS** - Pupil Personnel Services  
**PT** - Physical Therapy  
**RTI** - Response to Intervention  
**SED** - State Education Department  
**SEPTA** - Special Education Parent Teacher Association  
**SETRC** - Special Education Training Resource Center  
**SI** - Sensory Integration  
**VESID** - Vocational and Educational Services for Individuals with Disabilities