

SPECIAL EDUCATION TERMINOLOGY

Acronyms

ACCES-VR	Adult Career and Continuing Education Services – Vocational Rehabilitation
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AE	Age equivalent
AIS	Academic intervention services
APE	Adaptive physical education
ASD	Autism spectrum disorder
ASL	American Sign Language
AT	Assistive technology
AU	Autism
BOCES	Board of Cooperative Educational Services
BOE	Board of Education
COTA	Certified occupational therapy assistant
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
CST	Child Study Team
DB	Deaf and Blind
DD	Developmental disability
DHH	Deaf/hard of hearing
ED	Emotionally disturbed
ERSS	Educationally related support services
ESY	Extended school year
FAPE	Free and Appropriate Public Education
FBA	Functional behavioral assessment
FERPA	Family Educational Rights and Privacy Act
ID	Intellectual Disability (Formerly known as mental retardation)
IDEA	Individuals with Disabilities Education Act
IEE	Independent Education Evaluation
IEP	Individualized Education Program
IH	Impartial hearing
IHO	Impartial hearing officer
IQ	Intelligence quotient
ITP	Individual Transition Plan
LD	Learning disabled
LEA	Local education agency, local school district
LRE	Least restrictive environment

MA	Mental age
MD	Multiple disabilities
MR	Mental retardation
MT	Music therapy
NCLB	No Child Left Behind (federal law)
NVLD	Non-verbal learning disability
O&M	Orientation and mobility
OHI	Other health impaired
OI	Orthopedically impaired
OMRDD	Office of Mental Retardation and Developmental Disabilities
OPWDD	(Formerly OMRDD) NYS Office for people with Developmental Disabilities
OT	Occupational therapy
PBIS	Positive Behavior Intervention and Supports
PDD	Pervasive developmental disorder
PLEP	Present Levels of Educational Performance
PPS	Pupil Personnel Services
PT	Physical therapy
SEA	State education agency
SED	State Education Department
SEIT	Special education itinerant teacher services
SI	Speech impaired
SLP	Speech language pathologist
ST	Speech therapy
TBI	Traumatic brain injury
TDD	Tele-typewriting device
TVI	Teacher of the visually impaired
VI	Visually impaired
VR	Vocational rehabilitation

Glossary of Terms

ACCES-VR: NYS office that offers access to a full range of employment and independent living services that may be needed by persons with disabilities through their lives. Through its administration of vocational rehabilitation and independent living programs, VR coordinates policy and services relating to:

- transition services for students with disabilities from school to adult services;
- vocational rehabilitation services for working age individuals with disabilities;
- independent living services for people with disabilities of all ages; and
- business services for hiring a qualified diverse workforce.

ACHIEVEMENT TEST: A test that measures competency in a particular area of knowledge or skill; measures mastery or acquisition of skills

ADAPTIVE BEHAVIOR: The effectiveness with which the individual copes with the natural and social demands of his environment.

ADAPTIVE PHYSICAL EDUCATION: A specifically designed program of developmental activities, games, sports, and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD): Affects an individual's ability to sustain and control age-appropriate attention, impulsiveness and activity level. The cause of ADHD is often genetic. It can also be due to environmental factors. ADHD children have difficulty regulating their own behavior or organizing and processing the information they are given. ADHD is now the clinical term for both ADD and ADHD, the "H" being evidence of hyperactivity behavior.

ADVOCATE: An individual who is not an attorney, who assists parents and children in working with school districts regarding the children's special education programs.

ALTERNATIVE ASSESSMENTS: Ways, other than standardized tests, to get information about what students know and where they may need help (e.g., oral reports, projects, portfolios or collections of works, demonstrations, performances and experiments).

ANNUAL GOALS: A required component of an IEP. Goals are written for an individual student and can be set for a maximum of one year.

ANNUAL REVIEW: An evaluation, conducted at least annually by the Committee on Special Education, of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending continuation, modification or termination of the provision of special education programs and services for the student to the Board of Education. At the annual review, the IEP for the coming year is prepared.

APPROVED PRIVATE SCHOOL: A private school that conforms to the requirements of federal and state laws and regulations governing the education of students with disabilities and that has been approved by the commissioner for the purpose of contracting with public schools for the instruction of students with disabilities.

APTITUDE TEST: A test to measure an individual's ability (native or acquired) to learn in particular areas such as music or mechanics.

ARBITRATION: A formal hearing conducted by one or more arbitrators who may be officially sanctioned

to reach decisions that are “binding” on the parties. Each side presents arguments with much of the same formality of a court hearing. The arbitrator then decides how the dispute is to be resolved. Participation is usually voluntary.

ARTICULATION: Speaking.

ASSISTIVE TECHNOLOGY DEVICE: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability.

ASSISTIVE TECHNOLOGY SERVICE: Any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device. The term includes evaluation; purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by students with disabilities; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices; coordinating and using other therapies, interventions or services with assistive technology devices; training or technical assistance for a student with a disability; and training or other technical assistance for professionals who provide services to the student.

ASSOCIATION: Ability to categorize visually those relationships that go together; ability to understand relationships.

ATTENTION: The ability to focus (attend) with eyes and/or ears for a period of time without losing the meaning of what is being said.

AUDIOLOGY: Related service, includes identification and determination of hearing loss, and referral for rehabilitation of hearing.

AUDITORY DISCRIMINATION: Ability to discern likenesses or differences in sound.

AUTISM: A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student’s educational performance. 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 student’s educational performance is adversely affected primarily because the student has an emotional disturbance. A student who manifests the characteristics of autism after age three could be diagnosed as having autism.

BASEMENT MEASUREMENT: Counting and recording how often a certain behavior occurs.

BASIC SKILLS: Skill in subjects like reading, writing, spelling and mathematics.

BEHAVIOR INTERVENTION PLAN (BIP): An individualized plan of positive behavioral interventions in the IEP of a child whose behaviors interfere with his/her learning or that of others.

BEHAVIOR SPECIALIST: The primary goal of the Behavior Specialist is to provide general & special education teachers, administrators, school psychologists, paraprofessionals, and other school staff with creative strategies and interventions to support a wide range of student behavior.

BEHAVIORAL OBJECTIVE: Statement of what a person will be able to do in measurable terms.

BILINGUAL EDUCATION: Educational services provided to students whose first language is not English or whose English skills are limited.

CA: Chronological age.

CHANGE IN PLACEMENT: A transfer of a student to or from a public school, BOCES or schools

enumerated in articles 81, 85, 87, 88 or 89 of the Education Law or graduation from high school with a local high school or Regents diploma. For purposes of removal of a student with a disability from the student's current educational placement under Education Law section 3214.

CHANGE IN PROGRAM: A change in any one of the components of the individualized education program of a student as described in section 200.4(d)(2) of the Commissioners Regulations.

CLASS SIZE: The maximum number of students who can receive instruction together in a special class or resource room program and the number of teachers and paraprofessionals assigned to the class, i.e.,

- 12:1:1 Twelve students, one teacher, one paraprofessional
- 12:1:4 Twelve students, one teacher, four paraprofessionals
- 8:1:1 Eight students, one teacher, one paraprofessional
- 6:1:2 Six students, one teacher, two paraprofessionals
- 15:1 Fifteen students and one teacher
- 5:1 Five students and one teacher (Resource room)

CLASS NAMES: given to various BOCES programs including:

- PACE- Pupils Adjusting to Community Environments (8:1:1)
- CICIP- Children in Crisis Program (6:1:2)
- PDDP- Pervasive Developmental Disorders Program (6:1:2)
- APP- Academic Preparation Program (15:1) at the HFM BOCES Alternative High School

CHRONOLOGICALLY AGE APPROPRIATE: A standard by which children's activities may be evaluated. Instruction and materials should be directed at the student's actual age, rather than to the interests and tastes of the child.

COGNITIVE: A term which refers to reasoning or intellectual capacity.

COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) means a multidisciplinary team established to arrange for appropriate evaluations of preschool children (ages 3-5) suspected of having a disability in the areas of speech, language, learning, physical or behavioral development. If a learning problem does exist, the CPSE must provide programs and/or services for an eligible child in the least restrictive environment (LRE). The CPSE members consist of:

- the parent of the child
- at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment;
- at least one special education teacher, or where appropriate, at least one special education provider (i.e., related services provider) of the child;
- a representative of the school district who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities and who is knowledgeable about the general curriculum and about the availability of the resources of the district (who serves as the chairperson of the committee);
- an individual who can interpret the instructional implications of the evaluation results, who may be a member of the team selected from the regular education teacher, the special education teacher/provider or the school district representative described above
- at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- a parent member, when requested
- for any meetings prior to the initial recommendation for a child for whom services are first being sought, a professional who participated in the evaluation of the child, or an appropriate professional employed by the school district;
- for a child in transition from early intervention programs and services, the appropriately licensed or

certified professional from the Department of Health's Early Intervention Program. This professional must attend all meetings of the CPSE conducted prior to the child's initial receipt of services

- an appropriately certified or licensed professional from the municipality. Attendance of the appointee of the municipality is not required for a quorum.

COMMITTEE ON SPECIAL EDUCATION (CSE) A multidisciplinary team established to arrange for timely and appropriate evaluations of school age children (ages 5-21) suspected of having a disability in the areas of speech, language, learning, physical or behavioral development. If a child is found eligible for special education due to learning, mental, physical, or emotional reasons, the CSE must provide programs and/or services for an eligible child in the least restrictive environment (LRE). The CSE members consist of:

- the parents or persons in parental relationship to the student
- not less than one regular education teacher of the student whenever the student is or may be participating in the regular education environment;
- not less than one special education teacher of the student, or, if appropriate, not less than one special education provider (i.e., related services provider) of the student;
- a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general curriculum and the availability of the resources of the district, provided that an individual who meets these qualification may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist. The representative of the school district shall service as the chairperson of the committee;
- an individual who can interpret the instructional implications of the evaluation results, who may be a member of the team selected from the regular education teacher, the special education teacher/provider or the school district representative described above;
- a school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting;
- other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or the parent(s) shall designate;
- if appropriate, the student.

COMMUNITY-BASED: A standard by which special education services may be judged. Skills are taught at varied locations in the community, rather than in the classroom, in order to facilitate generalization and application.

COMPENSATE: A term which refers to reasoning or intellectual capacity.

CONCEPTUALIZATION: The intellectual processing of information or experiences (thinking) at three different levels – Concrete level: An apple is round and has smooth skin; Functional level: The apple can be eaten or made into jelly; Abstract level: The apple is fruit.

CONSENT: An acknowledgement that you have been informed, in the language you speak or other kind of communication that you understand, of all the information about the activity for which your permission is asked; that you understand and agree in writing to the activity for which your permission is needed; that your permission is given freely and may be withdrawn at any time. However, if you withdraw your consent, it is not retroactive (i.e., it will not apply to actions already taken by the district).

CONSULTANT TEACHER SERVICES: Are direct and/or indirect services provided by a certified special education teacher to a student with a disability who attends regular education classes and/or to such student's regular education teachers. Direct consultant teacher services are services provided directly to the student to aid the student to benefit from the student's regular education classes. Indirect consultant teacher services refer to consultation provided to regular education teachers to assist them in adjusting the

learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

COOPERATIVE LEARNING: An approach through which students learn in small, self-instructing groups and share responsibility for each other's learning.

CO-TEACH SERVICES: A direct service model involving a general education teacher and a special education working collaboratively to provide academic support in a class comprised of general education and special education students. The teachers plan, differentiate materials/lessons and cooperatively provide instruction in the general education curriculum to address the needs of all the students.

CORRELATION: Relationship between two scores or measures.

CRITERION-REFERENCED TESTS (CRTs): Measure how well a student has learned a specific skill or subject. They are not tests that produce a quotient but, rather, show what a student can or cannot do.

CRITICAL THINKING: The ability to find information and use it to reach a logical conclusion or to solve a problem.

CUMULATIVE FILE: General file maintained by the school; parent has right to inspect the file and have copies of any information in it.

CURRICULUM-BASED ASSESSMENT: A methodology of increasing importance in special education in which a child's progress in the curriculum is measured at frequent intervals.

DAYS: Calendar days unless otherwise indicated as school day or business day.

(1) School day means any day, including a partial day, that students are in attendance at school for instructional purposes. The term school day has the same meaning for all students in school including students with disabilities and students without disabilities, except that, during the months of July and August, school day means every day except Saturday, Sunday and legal holidays.

(2) Business day means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day).

DEAF-BLINDNESS: Simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that a child cannot be accommodated in special education programs solely for children with deafness or children with blindness.

DEAFNESS: A hearing impairment that is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

DEVELOPMENT: Stages of growth from babyhood on up, observable in sequential steps. The approximate ages in which steps in development occur are chart in

developmental scales. Development is usually measured in the following areas: fine motor, self-help, gross motor, social-emotional, cognitive and language.

DEVELOPMENTAL LAG OR DELAY: A delay in the appearance of some steps or phrases of growth in any of the above areas.

DIAGNOSTIC TEST: Test that diagnoses or locates the areas of weaknesses or strengths.

DIRECT INSTRUCTION: Presents new content and skills in strict order. Student practice the content and skill in class exercises and homework and are evaluated by tests similar to practice exercises.

DISABILITY: A physical, sensory, cognitive or affective impairment that causes the student to need special education.

DUE PROCESS HEARING: A procedure, designed to be fair, timely and impartial, for resolving disputes that arise between parents and school districts regarding the education of students with disabilities.

EDUCATIONAL GOAL: The level of educational achievement accepted as reasonable and desirable for a specific child at a specific time and at a specific rate of speed.

EMOTIONAL DISTURBANCE: A condition exhibiting – over a long period of time and to a marked degree – one or more of the following characteristics that adversely affects a student's educational performance: an inability to learn that cannot be explained by intellectual, sensory or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate behaviors or feelings under normal circumstances; a generally pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

ENGLISH AS A SECOND LANGUAGE (ESL): Programs to help children whose first language is not English study English.

EXTENDED-SCHOOL YEAR SERVICES (ESY): Special education and related services that are provided during the summer.

EXPRESSIVE LANGUAGE: Ability to communicate by using words, writing, or gestures.

FISCAL YEAR means the period commencing on the 1st day of July in each year and ending on the 30th day of June next following.

FULL-DAY PRESCHOOL PROGRAM means an approved special education program for preschool students with disabilities that provides instruction for more than 3 hours a day

FULL-DAY SESSION means a school day with not less than five hours of instruction for preschool students with disabilities and for students whose chronological ages are equivalent to those of students in grades K through 6, and not less than 5 1/2 hours of instruction for students whose chronological ages are equivalent to those of students in grades 7 through 12.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE): Provision required under IDEA.

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA): An assessment that may be recommended or may have been completed for a student who has behaviors that interfere with his/her learning or the learning of others. The assessment looks at the behavior and tries to determine the cause of the behavior.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA): A federal law that regulates the

management of student records and disclosure of information from those records. The act has its own administrative enforcement mechanism.

FIGURE-GROUND: The ability of a learner to distinguish, at will, what one wishes to see (figure) from the environment (ground).

FINE MOTOR: Functions that require tiny muscle movements (e.g., writing or typing).

FUNCTIONAL CURRICULUM: A curriculum focused on practical life skills, and usually taught in the community-based setting, with concrete materials that are a regular part of everyday life. The purpose of this type of instruction is to maximize the student's generalization to real life use of his/her skills.

GROUP, INDIVIDUAL OR CONSULT SERVICES: May be listed on the IEP as G, I, or C. Individual means your child is being seen one-to-one with the service provider. Group means your child is with other students with the service provider. Consult means the provider is working with your child's teacher or other providers on behalf of your student.

GRADE EQUIVELANT: The average raw score for all children in the same school. (For example, if the average raw score of all third graders is ten correct on a math test, this raw score is converted into a grade equivalent score of 3.0, meaning grade three, zero months.) These scores provide a very rough estimate of a child's mastery of academic work or capacity to learn.

GROSS MOTOR: Functions that require large muscle movements (e.g., walking or jumping).

GUARDIAN AD ITEM: A person familiar with the law and regulations for students with disabilities who is appointed from the list of surrogate parents or who is a pro bono attorney appointed to represent the interests of a student in an impartial hearing and, where appropriate, to join in an appeal to the State Review Officer initiated by the parent or Board of Education. A guardian ad litem shall have the right to fully participate in the impartial hearing.

HEARING IMPAIRED: Impairment in hearing, whether permanent or fluctuating, which adversely affects a child's educational performance but is not included under the definition of deafness.

HETEROGENOUS GROUPING: An educational practice in which students of diverse abilities are placed within the same instructional groups.

HOME AND HOSPITAL INSTRUCTION: Special education provided on an individual basis for a student with a disability confined to the home, hospital or other institution because of a disability.

HOMOGENEOUS GROUPING: An educational practice in which students of similar abilities are placed within the same instructional groups.

IMPARTIAL HEARING OFFICER (IHO): An individual assigned by a board of education pursuant to Education Law, section 4404(1), or by the commissioner to conduct a hearing and render a decision. Commencing July 1, 1996, no individual employed by a school district, school or program serving students with disabilities placed there by a school district committee on special education may serve as an impartial hearing officer and no individual employed by such schools or programs may serve as an impartial hearing officer for two years following the termination of such employment, provided that a person who otherwise qualifies to conduct a hearing under this section shall not be deemed an employee of the school district, school or program serving students with disabilities solely because he or she is paid by such schools or programs to serve as an impartial hearing officer.

INDEPENDENT EDUCATIONAL EVALUATION (IEE): A procedure, test or assessment done by a qualified examiner who does not work for the school district or other public agency responsible for the child's education. You may get an IEE at district expense if you disagree with the evaluation arranged for

by the school district. “At district expense” means that the school district pays for the full cost of the test.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP): A document developed at an IEP meeting that sets the standard by which subsequent special education services are usually determined appropriate.

INDIVIDUAL PSYCHOLOGICAL EVALUATION INDIVIDUAL EVALUATION AND REEVALUATION: Any procedures, tests or assessments used selectively with an individual student, including a physical examination in accordance with the provisions of sections 903, 904 and 905 of the Education Law, an individual psychological evaluation, except where a school psychologist has determined that a psychological evaluation is unnecessary to evaluate a student of school age, a social history and other appropriate assessments or evaluations as may be necessary to determine whether a student has a disability and the extent of his/her special education needs, but does not include basic tests administered to, or procedures used with, all students in a school grade or class.

INDIVIDUAL PSYCHOLOGICAL EVALUATION: A process by which a New York State-certified school psychologist or licensed psychologist uses, to the extent deemed necessary for purposes of educational planning, a variety of psychological and educational techniques and examinations in the student's native language, to study and describe a student's developmental, learning, behavioral and other personality characteristics.

INTELLECTUAL DISABILITY: The term ‘intellectual disability’ is synonymous with the term ‘mental retardation,’ and is generally replacing it. An intellectual disability is a disability that involves significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18 and encompasses a wide range of conditions, types, and levels. Intellectual disability is caused by factors that can be physical, genetic, and/or social.

IEP TEAM: Develops the IEP. By law, the team should include parent(s), regular teacher, special education teacher, special services providers, school district representative, person knowledgeable in evaluating the child’s disability, others invited by the parent or school district and, in some cases, the student.

INITIAL EVALUATION: Determines whether a student is eligible to receive special education services or needs an IEP.

INSTRUCTION: Refers to the methods teachers use. Common methods of instruction are lecture, discussion, exercise, experiment, role play, small group and writing assignments.

INTELLIGENCE QUOTIENT (IQ): A way of expressing the results, through a score, of an intelligence test.

INTELLIGENCE: Ability to learn from experience and apply it in the future to solve problems and make judgments.

INTERIM ALTERNATIVE EDUCATION SETTING (IAES): A temporary educational placement, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred. IAES used may include in-school suspension, out of school suspension, home tutoring, etc.

INTERPRETING SERVICES: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services and transcription services, such as communication access real-time translation (CART), C-Print and TypeWell for students who are deaf or hard of hearing; and special interpreting services for students who are deaf-blind.

KINESTHETIC: Ability to learn through body movements.

LEARNING CHARACTERISTICS: Physical factors, attention factors, preferred input channel, preferred response channel, level of cognitive, development and capacity to work independently or not. Gloversville has developed a set of learner characteristics that is utilized to determine appropriate services for special education students.

LEARNING DISABILITY: 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 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, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage.

LEARNING STYLE: The way a person goes about learning.

LEAST RESTRICTIVE ENVIRONMENT: The placement of an individual student with a disability in the least restrictive environment that shall: provide the special education needed by the student; provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and be as close as possible to the student's home.

LIMITED ENGLISH PROFICIENT (LEP): Refers to students who are not at grade-level in reading and writing English and for whom English is second language.

MANAGEMENT NEEDS: The environmental modifications and staff or material resources that the student needs to benefit from instruction.

MANIFESTATION DETERMINATION REVIEW: A meeting of the IEP team when a child with a disability acts out in school, or violates a school rule. It is an investigation of whether or not the behavior is related to his/her disability (manifestation of the disability). Behaviors are a manifestation of a child's disabilities if those behaviors are directly caused by the student's disabilities. The meeting must be held if the student is suspended 10 or more days in a school year.

MEDIATION: A voluntary dispute resolution process for you and the school district to work out disagreements about the recommendations of the CSE or CPSE. All school districts must offer mediation to parents. You and a person chosen by the Board of Education meet with a qualified and impartial mediator from the Community Dispute Resolution Center (CDRC) in your county who helps in reaching an agreement about the recommendation for your child.

MEDIATOR: A qualified and impartial individual who is trained in effective mediation techniques to resolve and who is knowledgeable in laws and regulations relating to the provision of special education services. An individual who serves as a mediator may not have a personal or professional interest which would conflict with his or her objectivity in the mediation process and may not be an employee of a school district or program serving students with disabilities.

MEDICAL SERVICES: Evaluate and diagnostic services provided by a licensed physician or by another appropriately licensed or registered health professional in consultation with, or under the supervision of, a licensed physician to determine whether a student has a medically related disability which may result in the student's need for special education and related services.

MEMORY SEQUENCE: Ability to remember, in order, what has been seen.

MENTAL AGE: Refers to the score a person receives on an intelligence test. Compare scores to the results achieved by other children given the same age.

MENTAL RETARDATION: Significantly below-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.

MODALITY: Channels of input.

MODIFICATIONS: Substantial changes in what the student is expected to demonstrate, including changes in instructional level, content and performance criteria, changes in test form or format and alternative assignments.

MULTIPLE DISABILITIES: Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe 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.

MULTI-SENSORY: Using many senses.

NATIVE LANGUAGE: Language normally spoken by a child's parents.

NEGOTIATION: An informal process at which no neutral or third party is present. The parties, with or without their advisors, meet and discuss their differences. Options are examined, and compromises are discussed until either a resolution is reached or the negotiations are stopped and some other method of resolving the dispute is found.

NO CHILD LEFT BEHIND ACT: Federal law enacted in 2001 to improve education. The law requires each state to set high standards for what children should know and be able to do and requires schools to work toward achieving those standards for all students.

NORM: Statistical term which describes the performance of some specified group; "Norm" indicates "normal" or usual or average performance.

NORM-REFERENCED TESTS (NRTs): Compare each student's score to the scores of students who took the same exam before. Questions are usually based on the content of nationally-used textbooks, not what is taught locally, so students may be tested on things local schools do not teach. Examples: CAT, CTBS, MAT.

OBJECTIVE TESTS: Are tests in which a single answer key is used. Scorers have no option as to rightness or wrongness of the answer.

OBSERVATION: Systematically watching and recording facts, data and behavior.

OCCUPATIONAL THERAPY: A special education related service which is usually focused on the development of a student's fine-motor skills and/or the identification of adapted ways of accomplishing activities of daily living when a student's disabilities preclude doing those tasks in typical ways.

US OFFICE FOR CIVIL RIGHTS (OCR): An agency of the federal government's executive branch within the Department of Education. It is charged with enforcing a number of civil rights statutes including Section 504.

ON-TASK BEHAVIOR: Expected behavior at that moment on that particular task.

OPWDD: (Formerly OMRDD) NYS Office for People with Developmental Disabilities.

ORTHOPEDIC IMPAIRMENT: A severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot or the absence of some member), impairments caused by disease (e.g., poliomyelitis or bone tuberculosis) and

impairments from other causes (e.g., cerebral palsy, amputation and fractures or burns which cause contractures).

US OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES (OSERS): An agency of the federal government's executive branch within the Department of Education.

US OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP): An office within OSERS charged with ensuring that the various states comply with IDEA.

OTHER HEALTH IMPAIRMENT: Having limited strength, vitality or alertness to environmental stimuli, that results in limited alertness with respect to the educational environment 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, attention deficit disorder or attention deficit hyperactivity disorder or Tourette's syndrome) and adversely affects a student's educational performance.

PARAPROFESSIONAL means a teacher aide or a teacher assistant.

PARENT; A natural or adoptive parent, a guardian, a person in parental relationship to the child or a surrogate parent who has been appointed. The term does not include the State if the student is a ward of the State. A foster parent may act as a parent if the natural parent's authority to make educational decisions on the student's behalf has been extinguished under State law; and the foster parent has an ongoing, long-term parental relationship with the student; is willing to make the educational decisions required of parents; and has no interest that would conflict with the interests of the student.

PARTICIPATING AGENCY; A State or local agency, other than the public agency responsible for a student's education, that is financially and legally responsible for providing transition services to the student.

PARENT COUNSELING AND TRAINING: Assisting parents in understanding the special needs of their child, providing parents with information about child development and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's individualized education program.

PEER TUTOR: Are students who have mastered certain skill or information and then help others at the same grade level learn those skills or materials.

PERCENTILE RANK: A score that reflects a comparison of one child's performance with that of other students on the same test. Percentile rankings between 25% and 75% are within the average range.

PERCEPTION: Mental ability to grasp or understand objects by means of the sense.

PERFORMANCE STANDARDS: What a student is supposed to be able to do by the end of a particular grade. For example, at the end of third grade, students are expected to know how to multiply numbers.

PERMANENT RECORD: A brief document upon which essential information is entered and preserved.

PHYSICAL DEVELOPMENT: The degree or quality of the student's motor and sensory development, health, vitality and physical skills or limitations which relate to the student's learning.

PHYSICAL THERAPY (PT): The evaluation of a student and the planning and use of a treatment plan/program to promote and facilitate postural security and mobility so that children have the freedom to focus on educational tasks. Physical Therapy focuses on balance, coordination, motor planning, adaptive equipment, physical handling, and architectural barriers.

PLACEMENT: The setting in which the special education service is delivered to the student. It must be derived from the student's IEP.

POSTIVE BEHAVIOR INTERVENTION AND SUPPORTS: A decision making framework that provides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavioral outcomes for all students.

PRESCHOOL STUDENT WITH A DISABILITY: A preschool child as defined in section 4410(1)(i) of Education Law who is eligible to receive preschool programs and services, is not entitled to attend the public schools of the school district of residence pursuant to section 3202 of the Education Law and who, because of mental, physical, or emotional reasons, has been identified as having a disability and can receive appropriate educational opportunities from special programs and services approved by the department. Eligibility as a preschool student with a disability shall be based on the results of an individual evaluation which is provided in the student's native language, not dependent on a single procedure, and administered by a multidisciplinary team in accordance with all other requirements.

(1) Commencing July 1, 1993, to be identified as having a disability a preschool student shall either:
(i) exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, socio-emotional or motor development which adversely affects the student's ability to learn. Such delay or disorder shall be documented by the results of the individual evaluation which includes but is not limited to information in all functional areas obtained from a structured observation of a student's performance and behavior, a parental interview and other individually administered assessment procedures, and, when reviewed in combination and compared to accepted milestones for child development, indicate:

(a) a 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas; or (b) if appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas; or

(2) Commencing July 1, 1991, in the calendar year in which such preschool student becomes three years of age, a student shall be first eligible for preschool programs and services on January 2nd of such calendar year, if the student's birthday falls before July 1st, otherwise a student shall be first eligible on July 1st of the calendar year; except that a student who, as of his or her third birthday, is already receiving services pursuant to section 236 of the Family Court Act or its successor, or section 4204-a of the Education Law, may, if the parent so chooses, continue to receive such services through August 31st of the calendar year in which the student first becomes eligible to receive services pursuant to section 4410 of the Education Law. A student shall be deemed to be a preschool student with a disability through the month of August of the school year in which the student first becomes eligible to attend school pursuant to section 3202 of the Education Law.

PRESCHOOL PROGRAM: A special education program approved pursuant to section 4410 of the Education Law to provide special education programs and services and to conduct evaluations of preschool students with disabilities if such program has a multidisciplinary evaluation component.

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (PLEP): A section of the IEP that identifies your child's strengths and needs in the following areas: learning and academic, social, physical, and management.

PRIOR WRITTEN NOTICE: Written notice that is given to you a reasonable time before the school district proposes to or refuses to start or change the identification, evaluation or educational placement or the provision of a free appropriate education to your child. It must be provided to you in the language you speak or other kind of communication that you understand unless it is clearly not possible to do so.

PROCEDURAL SAFEGUARDS NOTICE: The rights provided to parents and school districts in the special education process, including written prior notice, mediation and due process. Procedural safeguards notice is provided upon the initial referral for evaluation of your child; with each notice of a CSE or CPSE meeting; upon reevaluation of your child; when the district receives a letter from you

requesting an impartial hearing; and when a decision is made to suspend or remove your child for discipline reasons that would result in a disciplinary change in placement.

PROFICIENCY: Mastery or the ability to do something at grade-level.

RANGE: The difference between the lowest and highest scores on a particular test taken by a particular group.

READINESS TEST: Test that ascertains whether a learner is “ready” for certain school tasks.

RECEPTIVE LANGUAGE: Ability to attach meanings to words or gestures based on experience.

RE-EVALUATION: (Formerly called the triennial evaluation) a review conducted by the Committee on Special Education to determine whether your child continues to be eligible as a student with a disability and whether the special education services provided to your child are appropriate and helping your child meet the NYS learning standards. A re-evaluation is conducted at least once every three years or earlier if conditions warrant one (for example, when a functional behavioral assessment is needed as a result of disciplinary action) or if either you or your child’s teacher requests a re-evaluation.

REFERRAL: Notice to a school district that a child may be in need of special education.

REGRESSION: The amount of loss of skills a child experiences over an instructional break.

REGULAR EDUCATION TEACHER: (Sometimes called general education teacher) a teacher (and member of the CSE) qualified to serve nondisabled students who is providing regular education instruction to the student. If the student is not receiving instruction from one or more regular education teachers, a teacher qualified to provide regular education in the type of program in which the student may be placed may serve as the student’s regular education teacher.

RELATED SERVICES: Developmental, corrective and other supportive services as are required to assist a student with a disability, including speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services (including rehabilitation counseling services), orientation and mobility services, medical services, parent counseling and training, school health services, school social work, assistive technology services, appropriate access to recreation (including therapeutic recreation, other appropriate developmental or corrective support services and other appropriate support services that assist in the early identification and assessment of disabling conditions in students).

REMEDIAL SERVICES/REMEDICATION: A service within general education that provides extra support and instruction to students identified as performing below grade-level in reading, writing, or mathematics.

RESOURCE ROOM PROGRAM: A special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small-group setting for a portion of the school day.

RUBRICS: Guides for grading tests or student work that describe what the work must include to be considered excellent or satisfactory.

SCHOOL HEALTH SERVICES: Nursing services provided by a qualified school nurse, or other health services provided by a qualified person, designed to enable a student with a disability to receive a free and appropriate public education as described in the Individualized Education Program (IEP) of the student.

SECTION 504: Provision of the Rehabilitation Act of 1973 that prohibits recipients of federal funds from discrimination against persons with disabilities.

SELF-HELP: Capacity for self-care, e.g., drinking from cup, making choices, being independent.

SHORT-TERM OBJECTIVES: A requirement of the IEP for students with significant delays. Each annual goal must have at least one short-term objective.

SOCIAL DEVELOPMENT: The degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments.

SOCIAL HISTORY: A report gathered and prepared by qualified school district personnel pertaining to the interpersonal, familial and environmental variables that influence a student's general adaptation to school, including but not limited to data on family composition, family history, developmental history of the student, family interaction and school adjustment of the student.

SOCIAL-EMOTIONAL: Growth in self-concept and social skills (e.g., smiling at familiar faces, expressing feelings and making friends).

SPATIAL RELATIONSHIPS: Ability of individual to relate self, objects or parts of self to the environment in terms of size, position, distance or direction.

SPECIAL CLASS: A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

SPECIALLY-DESIGNED INSTRUCTION: Adapting, as appropriate to the needs of a student with a disability, the content, methodology or delivery of instruction to address the unique needs that result from the student's disability and to ensure access of the student to the general curriculum so that he or she can meet the educational standards that apply to all students.

SPEECH OR LANGUAGE IMPAIRMENT: A communication disorder, such as stuttering, impaired articulation, language impairment or voice impairment, that adversely affects a student's educational performance.

SPECIAL EDUCATION: Specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

(1) Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.

(2) Such instruction includes specially designed instruction in physical education, including adapted physical education.

(3) For purposes of this definition: (i) The individual needs of a student shall be determined by a committee on special education upon consideration of the present levels of performance and expected learning outcomes of the student. Such individual-need determinations shall provide the basis for written annual goals, direction for the provision of appropriate educational programs and services and development of an individualized education program for the student. The areas to be considered shall include:

(a) *academic or educational achievement and learning characteristics* which shall mean the levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style;

(b) *social development* which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments;

(c) *physical development* which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and

(d) *management needs* which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with the factors identified in each of the three areas described in

clauses (a)-(c) of this subparagraph.

(ii) **Group instruction** means instruction of students grouped together according to similarity of individual needs for the purpose of special education. The curriculum and instruction provided to such groups shall be consistent with the individual needs of each student in the group, and the instruction required to meet the individual needs of any one student in the group shall not consistently detract from the instruction provided other students in the group.

SPECIAL EDUCATION PROVIDER: An individual qualified to provide related services to the student. If the student is not receiving related services, an individual qualified to provide related services needed by the student may serve as the related service provider of the student.

SPECIAL EDUCATION TEACHER: A person, including an itinerant teacher, certified or licensed to teach students with disabilities who is providing special education to the student. For a student who is being considered for initial placement in special education, a teacher qualified to provide special education in the type of program in which the student may be placed may serve as the student's special education teacher.

SMDT-ST. MARY'S DAY TREATMENT: A program that is a school-based Day Treatment Program that is a collaborative program between St. Mary's Hospital CMHAC and the Gloversville Enlarged School District. The program serves up to eight (8) children ages 11-14 in the Middle School, Grades 6-8. St. Mary's CMHAC provides the intensive mental health services and staffing for the program (MSW level Social Worker and Case Manager) and the district provides the educational staff, space, and equipment/supplies. The program conforms with OMH requirements for outpatient day treatment services as specified in OMH regulations. The children targeted by the program are seriously emotionally disturbed and at risk of out of school or out of community placements. The program is a structured, intensive, nonresidential program, which provides integrated mental health and special educational services designed to maintain pupils in school and their community and to improve social, emotional, behavioral, and educational adjustment.

STANDARDIZED TESTS: Tests that have norms (usually age or grade-based) reflecting the performance of a larger population.

STANDARDS: What students are expected to know and be able to do. They should be clear, measurable, and rigorous but not too detailed.

SUBSTANTIAL REGRESSION: A student's inability to maintain developmental levels, due to a loss of skill or knowledge during July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. A period of more than 8-10 weeks of review at the beginning of the school year would be considered inordinate.

SUPPLEMENT AIDS AND SERVICES: Accommodations that may permit a student to profit from instruction in the least restrictive environment.

SURROGATE PARENT: A person appointed to act in place of parents or guardians when a student's parents or guardians are not known or, after reasonable efforts by the Board of Education, their whereabouts cannot be determined; when the student is an unaccompanied homeless youth or a ward of the state and does not have a parent who meets the definition in state regulations; or when the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law.

STUDENT WITH A DISABILITY (SWD): A student with a disability as defined in section 4401(1) of Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. The terms used in this definition are defined as follows:

(1) **Autism** means a developmental disability significantly affecting verbal and nonverbal communication

and social interaction, generally evident before age 3, that adversely affects a student's educational performance. 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 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, that 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** 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; or

(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** means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness in this section.

(6) **Learning disability** 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) **Intellectual disability** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.

(8) **Multiple disabilities** means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which cause such severe 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.

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

(10) **Other health-impairment** 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, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

(11) **Speech or language impairment** means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.

(12) **Traumatic brain injury** 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, judgment, 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) **Visual impairment 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.

TACTILE: Ability to discern likenesses and differences in objects through feeling.

TEST ACCOMMODATIONS: Changes in how a test is administered that do not substantially alter what the test measures, including changes in presentation format, response format, test setting or test timing.

TRANSITION PLANS: Must be included in the IEP once a student turns 15. Transition plans describe how the school will help the student prepare for life after high school, in college, employment and/or independent living.

TRANSITION SERVICES: A coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including but not limited to post-secondary education, vocational education, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living or community participation. The coordinated set of activities must be based on the individual student's needs taking into account the student's strengths, preferences and interests and shall include needed activities in the following areas: instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

TRANSITIONAL SUPPORT SERVICES: Those temporary services, specified in a student's IEP, provided to a regular or special education teacher to aid in the provision of appropriate services to a student with a disability who is transferring to a regular program or to a program or service in a less restrictive environment.

TRAUMATIC BRAIN INJURY: An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability, psychosocial impairment or both, which adversely affects educational performance. The term does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

TRAVEL TRAINING: A special education service that provides instruction, as appropriate, to students with significant cognitive disabilities, as well as any other students with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live and learn the skills to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work and in the community).

TWELVE-MONTH SPECIAL SERVICE AND/OR PROGRAM: A special education service and/or program provided on a year-round basis, for students determined to be eligible whose disabilities require a structured learning environment of up to 12 months duration to prevent substantial regression. A special service and/or program shall operate for at least 30 school days during the months of July and August, inclusive of legal holidays, except that a program consisting solely of related service(s) shall be provided with the frequency and duration specified in the student's individualized education program.

UNIVERSAL DESIGN: A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, including products and

services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies.

VALIDITY: The extent to which an instrument effectively measures what it is designed to measure.

VISUAL DISCRIMINATION: Ability to discern likenesses and differences in colors, shapes, objects, words, and symbols.

VISUAL IMPAIRMENT, INCLUDING BLINDNESS: A visual impairment that, even with correction, adversely affects the child's educational performance.

VISUAL-MOTOR: Ability to coordinate the eyes with the movement of the hands and the process of thinking.

VOCATIONAL REHABILITATION: Services to assist with planning for a career, participating in work experiences, job training, finding employment, assisting with college, etc.

Web sites:

❖ <http://www.emsc.nysed.gov>

The Web site of the Office of Elementary, Middle, Secondary and Continuing Education in the New York State Education Department, where you can find information about education for all children in NYS.

❖ <http://www/emsc/nysed.gov/deputy/Documents/freqinfo.htm>

Frequently requested information about regular education, such as curriculum guides, graduation requirements and school district report cards.

❖ <http://www.access.nysed.gov/vr/>

Web site where you can find information about education and services for individuals with disabilities in NYS. There are several publications you can access from this site.

❖ <http://www/nea.org/parents/index.html>

The National Education Association Web site with resources for parents, such as understanding testing and pointers for teacher conferences.

❖ <http://www.vesid.nysed.gov/specialed/publications/lawsandregs/part200.htm>

The regulations of NYS that apply to students with disabilities in schools.

❖ <http://www.disabilityresources.org/EDUCATION.html>

A Web site devoted to listing other sites with resources for individuals with disabilities.

❖ <http://www/supportforfamilies.org/internetguide>

This Web site offers a selective compilation of Internet resources of value to families of children with disabilities.

❖ <http://www/advocacycenter.com>

The Web site of the Parent Training and Information Center for NYS.

❖ <http://www.biausa.org>

The Brain Injury Association Web site.

❖ <http://www.codi.buffalo.edu/archives/cils.htm>

Listing of the Centers for Independence across the US.

❖ <http://www.mdausa.org>

The Muscular Dystrophy Association Web site.

❖ <http://www.nod.org>

The National Organization on Disability Web site, which provides resources primarily for adults with disabilities that is useful for planning post high school transition.

❖ <http://www.ldanatl.org>

Learning Disabilities Association Web site.

❖ <http://www.nldontheweb.org>

NLD on the Web, information on nonverbal learning disabilities.

❖ <http://www.nimh.nih.org>

National Institute of Mental Health Web site that provides links and information about several disorders such as anxiety, depression, ADHA, and autism spectrum.

❖ <http://www.aesnet.org>

American Epilepsy Society Web site.

❖ <http://www.deafchildren.org>

The American Society for Deaf Children Web site.

❖ <http://www.autism-society.org>

The Autism Society of America Web site.

❖ <http://www.ndss.org>

The National Down Syndrome Society Web site.

❖ <http://www.nichy.org>

The Web site of the National Dissemination Center for Children with Disabilities, which serves the nation as a central source of information on disabilities in infants, toddlers, children, and youth; IDEA, the law authorizing special education; No Child Left Behind (as it relates to children with disabilities); and research-based information on effective educational practices.

❖ <http://www.tash.org>

International advocacy association of people with disabilities, their family members, other advocates and people who work in the disability field.

❖ http://www.ucp.org/ucp_general.cfm/1/3

UCP is a national organization, with a network of 140 affiliates, that strives to ensure the inclusion of persons with disabilities in every facet of society – from the Web to the workplace, from the classroom to the community.

❖ <http://www.PBIS.org>

Positive Behavior Interventions and Supports website provides strategies for altering behavior and creating a positive school environment.