

TURNING THREE YEARS OLD

Transitioning from Early Start into
Special Education Preschool Services

A Planning Workbook for Families



Supporting families of children 0-26 with developmental delays and disabilities.

Please call WarmLine for any questions regarding transition to
Special education...and beyond!

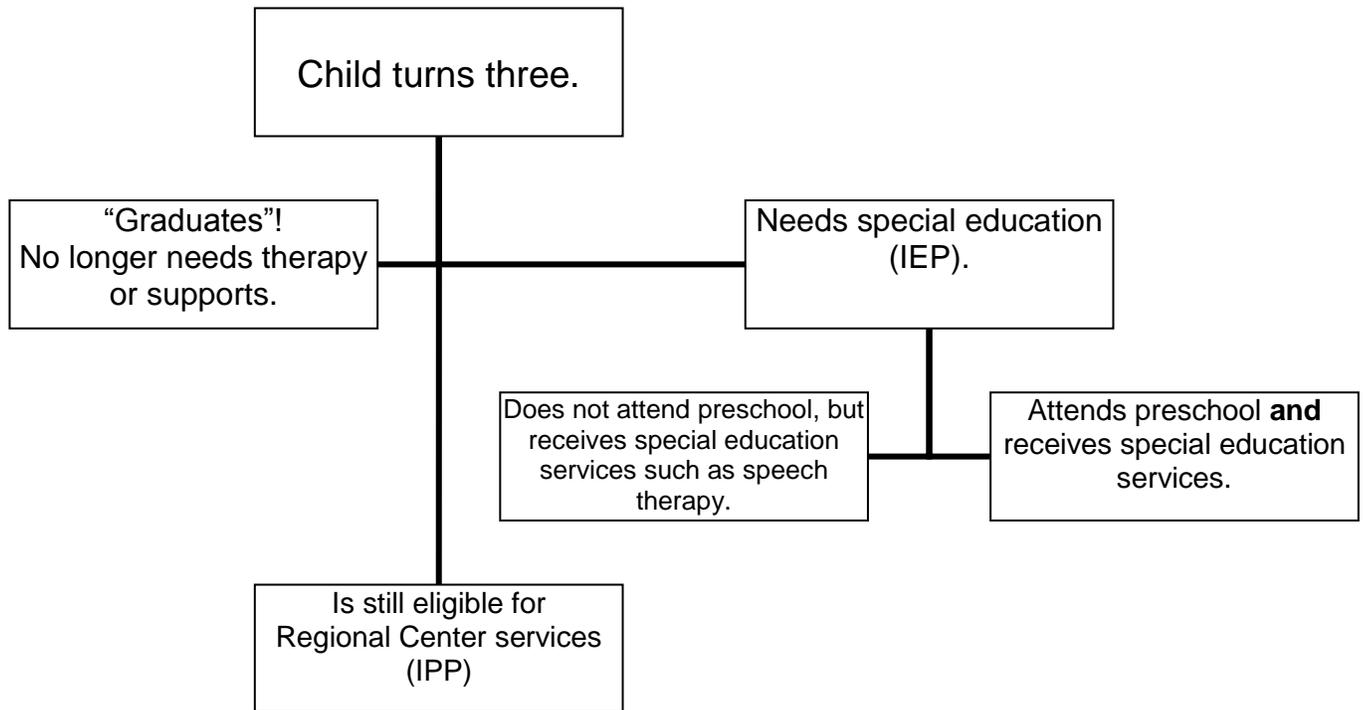
We're here to help parents navigate systems and services.

TURNING THREE YEARS OLD!

Before long, your child will turn three years old. There are changes ahead as your child moves from services for infants and toddlers to services for preschool age children. This transition is very exciting (and sometimes a bit scary). Remember that your child is growing and changing and that you helped him/her get off to a good start by participating in an early intervention program. You're on your way!



Here are the possible changes that happen when your child turns three years old. We'll look at them more closely in the pages to come.



This booklet will help you plan for transition by knowing how the process works and the differences between infant and preschool programs.

As you read "Turning Three Years Old", think about what you want for your child after he or she turns 3. WarmLine can help you get the information you need to make decisions for your child's next step.

Nothing in your child's special education program is "written in stone" and if services need to be changed, you may call a meeting to discuss with the team the changes that are needed.

WarmLine staff is knowledgeable about transition and special education and are available to talk with you! We also provide IEP trainings that are posted on our website at www.warmlinerc.org.



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Let's Start With Some Terms!

Understanding your child's transition from early intervention will be easier if you understand some terms. (There is a more complete glossary in the back of this booklet.)

- **Early Start** – The program in California providing early intervention services to eligible infants and toddlers (birth to 3 years old) who have a developmental delay.
- **FAPE** – Free and Appropriate Public Education.
- **IDEA** – Individuals with Disability Education Act. “Special education” law.
- **LEA** – Local Education Agency. The school district in which you live.
- **Lead Agency** – The agency which is providing Early Start services. It is usually the Regional Center, but may be a Local Education Agency (LEA).
- **Individualized Education Plan (IEP)** – Plan to provide special education services to a child through the LEA.
- **Individual Family Service Plan (IFSP)** – Plan to provide developmental services to a child through Early Start.
- **“Part C”** – Early intervention services for children birth to 3 years old under Individuals with Disabilities Education Act (IDEA).
- **“Part B”** - Special education services for children 3-22 years old under Individuals with Disabilities Education Act (IDEA).
- **SEA** – State Education Agency, i.e., California Department of Education.

Getting Ready for Transition (Lead Agency)



When your child is **27-33 months old**, the lead agency must get ready to transition your child out of Early Start services. (The lead agency is usually the Regional Center, but may be your county office of education infant development program.)

The lead agency must:

- Notify you that your child will transition out of Early Start services at 3 years old,
- Get your consent to share your child's information with the LEA,
- Notify the LEA and SEA that your child is turning three and may be eligible for special education services,
- Plan a transition conference (meeting) with you, the LEA and the lead agency. You may invite a friend, family member(s) and/or service providers, if you choose.
- Write a transition plan, which is part of your child's IFSP. (This can be at the same time as the transition conference. See “Transition Plan” for more information.)

Exceptions to Timeline

If your child was evaluated and found eligible for Early Start 45-90 days before turning 3, the lead agency must create an IFSP and make the referral to the LEA as soon as possible after eligibility is determined.

If your child is referred to the lead agency less than 45 days before turning 3, no evaluation, assessment or IFSP is required. However, the lead agency must notify the LEA that your child may be eligible for special education services and provide his/her information.

Transition Plan (by the lead agency)

The transition plan must be included in your child's IFSP and is created **with your input!**

It is written when your child is **27-33 months old** and must include:

- Steps for your child (and you) to exit Early Start
- Any transition services that the IFSP team identifies as needed for your child (and you)
- Steps to support transition to one of the following: special education services, early education, Head Start, child care programs or other appropriate services.

Next steps to think about or Frequently Asked Questions (FAQ)

WarmLine consultants often talk with parents of children who are going to turn three years old soon, transition out of Early Intervention (EI) and move into special education services. While every family is unique, we do get some "Frequently Asked Questions". Here are a few.

1. *Do I have to have my child assessed for special education?*

No. It is your choice to assess (or not assess) your child for special education.

2. *The regional center/early intervention is "kicking us out".*

Early Intervention services are provided to infants and toddlers 0-3 years old who have developmental delay in one or more areas, have an established risk condition or are considered to be high risk.

For your child to be eligible for regional center services after age three, he/she must have either 1) intellectual disability, 2) cerebral palsy, 3) epilepsy, 4) autism, or 5) "other handicapping condition found to be closely related to intellectual disability...".



3. *The school district is “cutting our services”. Nope, they’re usually just different.*

Early Intervention (0-3 years) is developmentally based and designed to “enhance the growth and development of a child...and delivered through a partnership between families and professionals.”

Special education services (3-22 years) are educationally based and designed to provide the child with a “Free and Appropriate Public Education” (FAPE).

The two models for services are different, so you can expect there to be changes in type of services, frequency and/or duration when your child turns three.

4. *How else are early intervention and special education different?*

Early intervention is provided in the home or other “natural environments”. An Individual Family Service Plan (IFSP) states the services that will be provided and expected outcomes. It is updated every six months.

Special education is provided in a school setting (individually or group). An Individual Education Plan (IEP) states the goals and services that address the student’s areas of need. It is updated yearly. It is written by an IEP team, of which the parent is a participating member.

5. *Does my child have to be toilet trained to attend a public school?*

No. If your child is not toilet trained and will be attending public school, the team might consider adding a toilet training goal to the IEP.

6. *My child with autism receives Applied Behavior Analysis (ABA). Can she still receive special education?*

Yes. However, some preschoolers may not have the stamina for both. The decision to choose either or both rests with the parents.

In California, where ABA is paid for by health insurance, it is not typically offered through the IEP,

7. *Which is best – ABA or special education?*

Only parents can decide this. Special education can be added at a later date. Ask the provider if dropping ABA in favor of special education means you have to start at the bottom of the waiting list if you change your mind.

8. *Can my child receive transportation to special education preschool?*

Transportation can be a “related service” for your child. Discuss it with the members of the IEP team – especially the expected duration of the ride. Many parents decide against transportation if the ride is too long.

9. *I want my child to have a 1:1 aide.*

Whether a 1:1 aide is necessary for your child to access the curriculum is a decision for the IEP team (you are a member!), based on your child’s unique needs.

10. *My child does not speak English. How will he get special education services?*

Your child must be assessed for special education and services be provided in his native language.

11. *Can my child receive special education services in a private preschool?*

Generally not if there are public preschool options available. Discuss this with the IEP team.

12. *I don’t want to send my child to preschool. Can he still receive special education services?*

That depends on the services for which he is eligible. For example, speech therapy would be available on the public school site. You would be responsible for transporting your child there for services.

13. *Is my only choice to send my child to a “special education” preschool classroom?*

No, your child is entitled to be placed in the “Least Restrictive Environment” (LRE). Because not every school district has general education (public) preschool, LRE for preschool might vary by school district. Talk with the IEP and/or WarmLine.

14. *Does WarmLine provide someone to accompany parents to IEPs?*

Unfortunately, WarmLine staff are unable accompany parents to IEPs.

15. *How can WarmLine help me with my child’s transition at 3 years old?*

WarmLine special education consultants work with parents to prepare for the meeting and debrief afterwards. We are also available to review assessments and the IEP document.

WarmLine offers a training called “Turning Three Years Old” for parents of children who are transitioning. There are also trainings called “Understanding Special education” and “Preparing for Your IEP Meeting”. There is additional information on WarmLine’s Special Education webpage: www.warmlinefrc.org

Transition Conference (Transition Meeting)

When your child is **27-33 months old** and **with your consent**, the lead agency will notify the LEA that your child will transition from Early Start and work with you and the LEA to set a date for the transition conference. The transition conference is a good time to share with the LEA and your service coordinator your vision for what you would like for your child between 3 and 5 years old.

The lead agency and LEA are required to attend the transition conference. You may invite a friend, family member(s), service provider(s) or anyone else you think may have helpful input.

If educational assessments are needed, the LEA will get your consent.

The assessments must be conducted within 60 days and a meeting held to determine if your child is eligible for special education. If your child is eligible, the LEA will write an Individual Education Plan (IEP), which must be completed **by your child's 3rd birthday**.

Special education services begin as soon as possible after the IEP is developed.

If your child's birthday falls during summer vacation, the IEP must be held before school ends. If your child qualifies, services will begin when school resumes.

If the LEA decides (and you agree) that your child would have "significant regression of skills or behavior" without services during the summer, your child can be provided with extended school year (ESY) ("special education summer school").

For a child entering preschool, thought should be given to children who need to work on self-help skills and/or who need continued structure to develop behavior control. Then, you and the team can consider what summer services may be necessary.

If your child does not qualify for a special education, discuss with the team in detail why. If you disagree with the assessments, you may request an Independent Educational Evaluation (IEE), if necessary. WarmLine staff can assist you with more information.

Special education Is:

- Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability,
- Educational services for students 3-22 years old with disabilities which are written into an Individual Education Program (IEP),
- Includes Related Services i.e., Speech Therapy, which assist the student to access special education services,
- Mandated under federal law, Individuals with Disabilities Education Act (IDEA).

Main Principles of IDEA

Free Appropriate Public Education (FAPE)

FAPE: Special education and related services are provided no charge to parents, include an appropriate public school setting and follow the IEP.

Least Restrictive Environment (LRE)

LRE: “to the maximum extent appropriate”, the child is to be educated with his/her same-age, non-disabled peers to the maximum extent appropriate. This is usually referred to as “inclusion”. (Inclusion is not a legal term for LRE.)



Students with or without disabilities, benefit from inclusion. Inclusion provides students with disabilities opportunities to interact socially with peers who can be models for appropriate behavior. Typically developing students learn to appreciate and accept individual differences. They show increased respect for all people. All children have the opportunity to develop positive relationships and friendships with others.

Appropriate Evaluation/Assessment

Evaluation determines:

- If a child has a disability which qualifies him/her for special education and related services
- The child’s specific educational needs

If parents disagree with the evaluation(s), they have the right ask the school district to pay for an Independent Educational Evaluation (IEE).

Individualized Education Plan (IEP)

Individualized Education Plan is a document for a child with a disability that is developed, reviewed, and updated at least yearly. Special education eligibility is reviewed every three years. (A parent can request a meeting any time (in writing) to the Special Education Department. They have 30 days to convene the meeting.)

Parent (and student) participation in the decision process

Parents and students (to the extent age-appropriate) are active participants in special education decisions.

Due process and procedural safeguards

Formal, legal approaches which parents can use when they and the school district disagree.

There are informal ways to solve disagreements. For more information on informal solutions, go to www.cadreworks.org

More about the Individual Education Plan (IEP)

Below is information about the IEP. It is an overview. For more detailed information about the IEP, please see WarmLine's booklet, "Understanding Special Education", which can be found at www.warmlinefrc.org. We also invite you to attend a WarmLine IEP training. For more information, please visit our website or call us.

The IEP Team Consists of:

- ★ Parent(s) or guardian(s) of the student,
- ★ At least one special education teacher or at least one special education provider,
- ★ A general education teacher if the child is, or may be participating in general education,
- ★ The professionals who performed the assessments,
- ★ A representative of the local education agency who:
 - Is qualified to provide, or supervise, special education services,
 - Knows about the general education curriculum,
 - Knows about the availability of resources of the school district,
 - Can interpret the instructional implications of the evaluation results.
- ★ Others such as a friend/advocate for the parent/student, other professionals working with the child, independent evaluators, doctors or other health professionals.

Timeline

The assessments must be completed within 60 calendar days after the assessment plan is signed. A meeting is held to discuss the child's eligibility for special education services and the IEP is written by the child's 3rd birthday.

Eligibility

In order to qualify for special education services, the child must be found to have a disability from one categories below **which also impairs the student's ability to learn and requires special education for the student to benefit from the curriculum.**

1. Autism
2. Deaf-blind
3. Deaf
4. Emotional disturbance
5. Established medical disability
6. Hearing impaired
7. Intellectual disability
8. Multiple disability
9. Orthopedic impairment
10. Other health impairment
11. Speech and/or language impairment in one or more areas of voice, fluency, language and articulation.
12. Specific learning impairments
13. Traumatic brain injury
14. Visual impairment



The Individualized Education Plan (IEP) Document

When a child qualifies for special education, an Individual Education Plan (IEP) is written. Parents, teachers, other providers and administrators work to develop the IEP.

The IEP is:

- A legally binding document,
- Describes the student's present levels of performance and identifies the areas of need,
- Sets goals appropriate to the student,
- Describes who is responsible for the delivery of specific services,
- Defines the least restrictive environment in which the child's education and related services will be delivered.

What does an IEP contain?

The IEP must contain certain information. It can be less intimidating if you think of it as telling your child's educational story.

Title of Page	Questions for Parent to Ask
Eligibility	How is your child eligible for special education?
Student's Strengths	Parent input is very important here.
Parent Concerns	As they relate to education.
<p data-bbox="175 466 594 575">Present Levels of Pre-Academic Achievement and Functional Performance</p> <p data-bbox="175 625 594 856">What your child can do now: pre-academic skills, communication, gross/fine motor, social /emotional/behavior, prevocational, health, adaptive/daily living, health.</p>	<p data-bbox="617 466 1414 537">Do they describe how your child's disability affects involvement and progress in the general curriculum?</p> <p data-bbox="617 585 1146 617">Are they based on current information?</p> <p data-bbox="617 665 1419 779">Do the assessments correspond to your knowledge of your child's abilities? (Do they describe your child as you know him/her?)</p> <p data-bbox="617 827 1451 940">Do they describe your child's "areas of need"? Do you agree? Should something be added? There must be a corresponding goal for each.</p>
Statewide Assessments	Preschoolers take a test called the Desired Results Developmental Profile (DRDP) from age 3-5. It measures your child's development in area such as learning, getting along with others, being safe and healthy. It is based on observations of your child in typical, everyday activities with familiar people. (For more information, go to www.draccess.org)
Annual Goals	<p data-bbox="617 1205 1433 1276">Is the "area of need" named included in the "Present Levels" section?</p> <p data-bbox="617 1310 1211 1341">Are the baselines specific and measurable?</p> <p data-bbox="617 1377 1154 1409">Do the goals "align" with the baselines?</p> <p data-bbox="617 1444 1239 1476">Do the goals seem appropriate for your child?</p> <p data-bbox="617 1512 1320 1543">Do you think additional goals should be addressed?</p>

<p>Offer of FAPE (Free Appropriate Public Education)</p>	<p>What services/supports (including related services such as speech and OT) are going to be provided to help your child access/benefit from the curriculum?</p> <p>Services are provided: When? Where? By whom? How frequently? How long is each “session”?</p> <p>What makes this (class) placement appropriate for your child?</p> <p>What supplementary aids/services are needed to access the curriculum?</p> <p>What accommodations are needed?</p> <p>Will your child receive transportation to and from school? How long will he/she be on the bus?</p> <p>Does your child qualify for ESY (Extended School Year “summer school”) services?</p>
<p>Offer of FAPE Educational Settings</p>	<p>What percentage of your child’s day will be spent with and away from typically developing peers?</p> <p>How often and how will you be provided with progress reports?</p> <p>What support will be needed for your child’s transition into kindergarten?</p>
<p>Special Factors</p>	<p>Does your child require assistive technology or services/materials to meet his/her educational goals?</p> <p>If your child is an English language learner, how will his/her IEP needs be met and measured?</p> <p>If your child has behaviors that impede his/her learning (or that of other students), are there positive behavior supports/interventions included in the IEP?</p>
<p>Signature and Parent Consent</p> <p><i>You do not have to sign the IEP immediately after the meeting. You may take it home to review it. Find out who you should contact (and how) if you have questions.</i></p>	<p>Are the meeting attendees listed? If you need to follow up with someone, do you have their contact information?</p> <p>If you disagree with any parts of the IEP, you should write a short statement on this page about what you disagree with and why</p>

Related Services

Related services are also called Designated Instruction and Services (DIS) in California. Related services are “any services necessary to help a student benefit from a special education program”. Your child must be assessed for a related service to qualify.

This is not a comprehensive list. For more information, please visit <https://www.cde.ca.gov/sp/se/ac/rltdsrvcidea.asp>

- Language and speech development and remediation
- Audiological services
- Orientation and mobility services
- Adapted physical education
- Physical therapy
- Occupational therapy
- Vision services
- Counseling and guidance services, including rehabilitation counseling
- Psychological services
- Parent counseling and training
- Health and nursing services, including school nurse services designed to enable an individual...to receive a free appropriate public education
- Social worker services
- Specially designed vocational education and career development
- Specialized services for low-incidence disabilities (deaf, blind and/or orthopedically impaired), such as readers, transcribers, and vision and hearing services
- Interpreting services
- Transportation services



Preparing for Your Child’s IEP (Individual Educational Plan)

Every child in special education has the right to an Individual Educational Program (IEP) that describes the needs of the child and the appropriate services that will give the child access to the school curriculum.

If your child has been receiving Early Start services you had an IFSP or Individual Family Service Plan. Now a teacher and others will meet with you to develop an IEP (Individual Educational Plan). This plan will be updated at least yearly and will describe what your child is able to do now, what educational goals your child has for the next year, and what services the school will provide to help your child to meet these goals.

This worksheet has been developed to help you plan for the IEP meeting. Use it to write what things your child can do currently and what you think are important for your child to work on in school. Remember, no one knows your child better than you!

Area of Need	What My Child Can Do Now	What I'd like My Child to Work on
Pre-academic Skills		
Communication Skills		
Gross/Fine Motor Skills		
Social/Emotional/Behavior Skills		
(Pre)vocational Skills (i.e., following directions, completing tasks.)		
Adaptive/Daily Living Skills (i.e., dressing, feeding self)		
Medical/Health Needs		

Regional Center Services after Age Three

Some children will continue to be eligible for Regional Center (Alta) services after they turn 3 years old. The criteria for eligibility are a diagnosis of:

- Intellectual Disability
- Epilepsy
- Cerebral Palsy
- Autism
- “Other handicapping condition found to be closely related to intellectual disability or to require treatment similar to that required to intellectually disabled individuals...and can be expected to continue indefinitely and constitutes a substantial handicap which results in major impairment of cognitive and/or social functioning.”

If your child will be eligible for Regional Center services past age 3 years, he/she will be assigned a new service coordinator from the Children’s Unit and an Individual Program Plan (IPP) will be written yearly. The IPP states what services the Regional Center will provide.

For more information on the IPP, please contact your service coordinator or WarmLine.

Preparing for Your Child's IPP (Individual Person Plan)

If your child qualifies for Regional Center services, after age 3 years, he or she will usually be assigned a new Service Coordinator.

your new Regional Center Service Coordinator will meet with you to develop an IPP (Individual Program Plan). This plan will be updated at least yearly. It will describe what your child is able to do now, what you want your child to be able to do in the next year, and what services the Regional Center may provide to help you and your child to meet these goals.



Preparing for the IPP Meeting

My child's strengths:

What my child can do now:

Things I want people to know about my child:

Our family and significant others:

Where we live:

My child's health:

What my child likes to do for fun:

What our family likes to do for fun:

My concerns for my child:

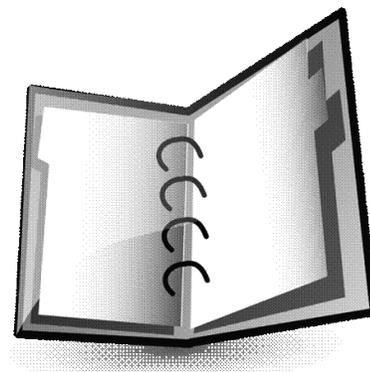
School programs/services:

Other services:

Our family's hopes and dreams for the future:

Record Keeping

It will be helpful to get in the habit of keeping records. Whenever you begin seeing a new professional who is working with your child you will need to provide certain information and it will be easier if you have kept it in a way that gives you easy access.



Having a child with a developmental delay or disability and juggling services can feel overwhelming at times. Most parents who keep their child's records organized and readily available say that doing so gives them a sense of empowerment when dealing with service providers and systems.

You don't need to spend a lot of money on record keeping systems. A binder which has dividers works. A bonus is that the binder is portable and you can easily take it to appointments.

There are also phone apps, if you prefer.

Examples of Records to Keep:

Medical/Dental Records

(As your child gets older, you won't need to carry these records with you to every meeting.)

- List of doctors and other medical providers and contact information
- Hospital discharge summaries
- Initial evaluations by new physicians and therapists (at the first visit, ask to be sent a copy)
- Dates and location of tests such as MRIs and important procedures
- Vaccination records
- Current medication
- Allergies

Developmental Records

(As your child gets older, you won't need to carry these records with you to every meeting.)

- List of therapists and others who were working with your child and contact information
- Developmental milestones
- Developmental assessments/evaluations
- Individual Family Services Plan (IFSP)

Educational Records

- Teachers and others who are working with your child and contact information
- Communication logs
- Educational assessments/evaluations
- Individual Education Program (IEP)

Terms Used in Special Education

Adapted Physical Education (APE): Special physical education which assists children with motor activities such as balance, climbing, and other gross motor skills.

Assistive Technology (AT): Any item, piece of equipment, or system used to increase, maintain, or improve function of individuals with disabilities.

Assessment: Observing and testing a child to identify his/her strengths and needs. Assessment is necessary to develop an appropriate program and to monitor progress.

Audiological Services: Service provided by a licensed audiologist who identifies children with hearing losses and helps children with hearing loss to use their strengths and abilities.

Auditory Processing: The ability to understand, remember, and use information that is heard, both as words and as other verbal sounds.

Augmentative and Alternative Communication (AAC): The use of other means to communicate in support of, or as an alternative to, speech.

Cognition; Cognitive Skills: Thinking skills; sometimes referred to as pre-academic or problem-solving skills in preschoolers.

Communicatively Handicapped (CH): Describes children whose major disability is in the area of speech and language. Not a special education eligibility category.

Community Advisory Committee (CAC): A group of parents of children with disabilities, members of the community and special education professionals, who discuss and make recommendations on special education issues and hold informative meetings. For more information about your local CAC, contact your Special Education Department or WarmLine.

Designated Instruction and Services (DIS): (Related Services) Services such as speech, adapted physical education, transportation, etc. which a student needs in order to benefit from his or her special education.

Due Process: The legal procedures used to make sure that parents and educators make fair decisions about the identification, assessment and placement of children with disabilities.

Evaluation: The information about a student's learning needs, strengths, and interests.

Expressive Language: How a person communicates their wants and needs. Includes verbal and nonverbal communication skills and how an individual uses language. Expressive language skills include: facial expressions, gestures, intentionality, vocabulary, semantics (word/sentence meaning), morphology, and syntax (grammar rules).

Extended School Year (ESY): Summer session designed to help children continue to work on IEP goals. Criteria for ESY are a significant loss of function (skills) and/or a long recruitment period required if services stop during summer vacation.

Fair Hearing/Due Process Hearing: A formal hearing called by parents or a school district and run by an outside person to resolve a disagreement about a child's educational program.

Fine Motor Skills: Skills needing the use of hands or the use of small muscle groups.

Free Appropriate Public Education (FAPE): IDEA requires that an appropriate education program be provided for all school-aged children (3-22 years) without cost to families.

Functional Behavior Assessment: "Behavior assessment" performed by a behavioral specialist or school psychologist. It identifies problem behavior, the probable causes and inter-ventions to teach alternatives to the behavior.

Gross Motor Skills: Skills needing the use of large muscle groups.

Head Start: Pre-school program for qualifying children ages 3 to 5 years. Ten percent of children served must be children with disabilities.

Independent Education Evaluation (IEE): If a parent disagrees with a school district's evaluation, he/she can request an IEE. When a parent requests an IEE at public expense, the school district must, "without unnecessary delay", either ensure that an IEE is provided, or request a due process hearing if the district believes their assessment was appropriate. The school district also has the right to establish the standards or criteria (including cost and location) for IEEs at public expense. They may provide a list of examiners, or the parent may chose his/her own. The parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees.

Individuals with Disabilities Education Act (I.D.E.A.): Federal Law that guarantees children with disabilities will receive a free and appropriate education.

Inclusion: Children with and without disabilities participating together in an educational setting. Students with disabilities are placed in typical classrooms taught by regular education teachers. Help from special education teachers and/or special instruction and services can offer additional support. (Not a term used in IDEA.)

Individualized Education Program (IEP): A written plan for children ages 3 to 22 years which states a child's present level of educational performance, sets annual goals and identifies appropriate services needed to meet those goals.

Individualized Program Plan (IPP): A written, person-centered plan for persons after age 3 who are served by the Regional Center which includes the child's and family's desires, information about the child, and a plan for delivering services.

Language Delay: A delay in the development of a child's ability to speak or understand language.

Lanterman Act: The Lanterman Act is the part of California law that sets out the rights of persons with developmental disabilities and creates the agencies, including regional centers, responsible for planning and coordinating services and supports for persons with developmental disabilities and their families.

LEA: Local Education Agency. Local School District.

Least Restrictive Environment (LRE): A school setting in which children with disabilities are educated with their typically developing, same age peers as much as appropriate.

Low Incidence: Special education term for blind, deaf and/or orthopedically impaired.

Occupational Therapy (OT): A service provided by an occupational therapist that assists children with fine motor activities and everyday tasks like eating, dressing and hand use.

Orientation and Mobility (O&M): A service provided by an orientation and mobility specialist who teaches children with visual impairments how to know their position in space and how to move safely from place to place.

"Part C" – Early intervention services for children birth to 3 years old under Individuals with Disabilities Education Act (IDEA).

"Part B" - Special education services for children 3-22 years old under Individuals with Disabilities Education Act (IDEA).

Physical Therapy (PT): A service provided by a physical therapist who assists children with gross motor activities such as rolling, sitting, and walking.

Pragmatic Speech: "Social Communication"

Preschool: Schools/classrooms that serve children three to five years of age.

Program Specialist: A person at the district level who is knowledgeable about available special education programs in that district, and who is responsible for making sure that children receive needed services.

Receptive Language: Recognition and/or understanding of what is heard.

Related Services: see **Designated Instruction and Services**

Resource Specialist Program: Taught by a special education teacher who provides instruction and services for children who are assigned to a regular classroom for the majority of the day but who have needs for special education services as identified by the IEP team.

Self-Help Skills: Skills such as feeding, dressing, and toileting.

Sensory Integration Therapy: Provided by an occupational therapist, SI therapy provides the sensory and motor activities which help the overall functioning of the nervous system and helps the child to cope with the sensory input from the environment.

Special Day Class (SDC): A classroom placement for children who would benefit from specialized services for over half of the school day; the children receive their teaching from a special education teacher in a small group. (Also called Self-Contained Classroom.)

Speech/Language Therapy: Services provided by a speech therapist or speech pathologist who helps children learn to communicate.

Visual Processing: A visual processing disorder can cause difficulty in seeing the difference between two similar letters, shapes, or objects, or noticing the similarities and differences between certain colors, shapes, and patterns.

Special Education Resources

Center for Appropriate Dispute Resolution in Special Education (CADRE)
www.directionservice.org

Center for Parent Information and Resources
www.parentcenterhub.org

California Department of Education (CDE)
<http://www.cde.ca.gov/sp/se/>

Desired Results Access Project
<http://www.draccess.org/families/>

Disability Rights California (“Special Education Rights & Responsibilities”)
www.disabilityrightsca.org

Office of Special Education Programs (OSEP)
www2.ed.gov/about/offices/list/osers/osep/index.html

WarmLine Family Resource Center
www.warmlinefrc.or



Meeting Notes

Date: _____ Purpose: _____

Location: _____

People attending: _____

Issues, Concerns, Questions	Responses, Solutions, Answers

Outcome of meeting:

Next steps:

Things to do or remember:

Meeting Notes

Date: _____ Purpose: _____

Location: _____

People attending: _____

Issues, Concerns, Questions	Responses, Solutions, Answers

Outcome of meeting:

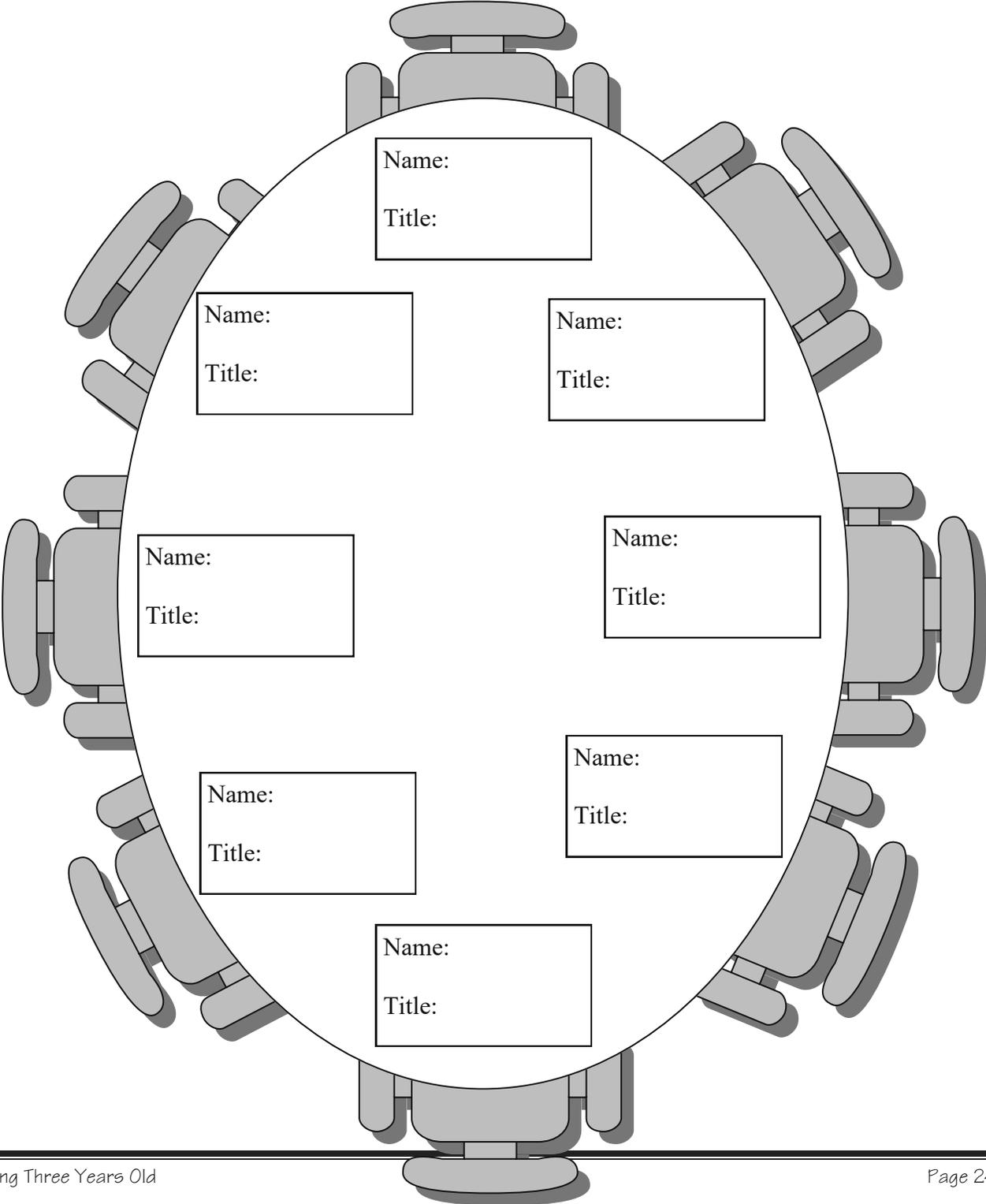
Next steps:

Things to do or remember:

Meeting Participants

Topic: _____ Date: _____

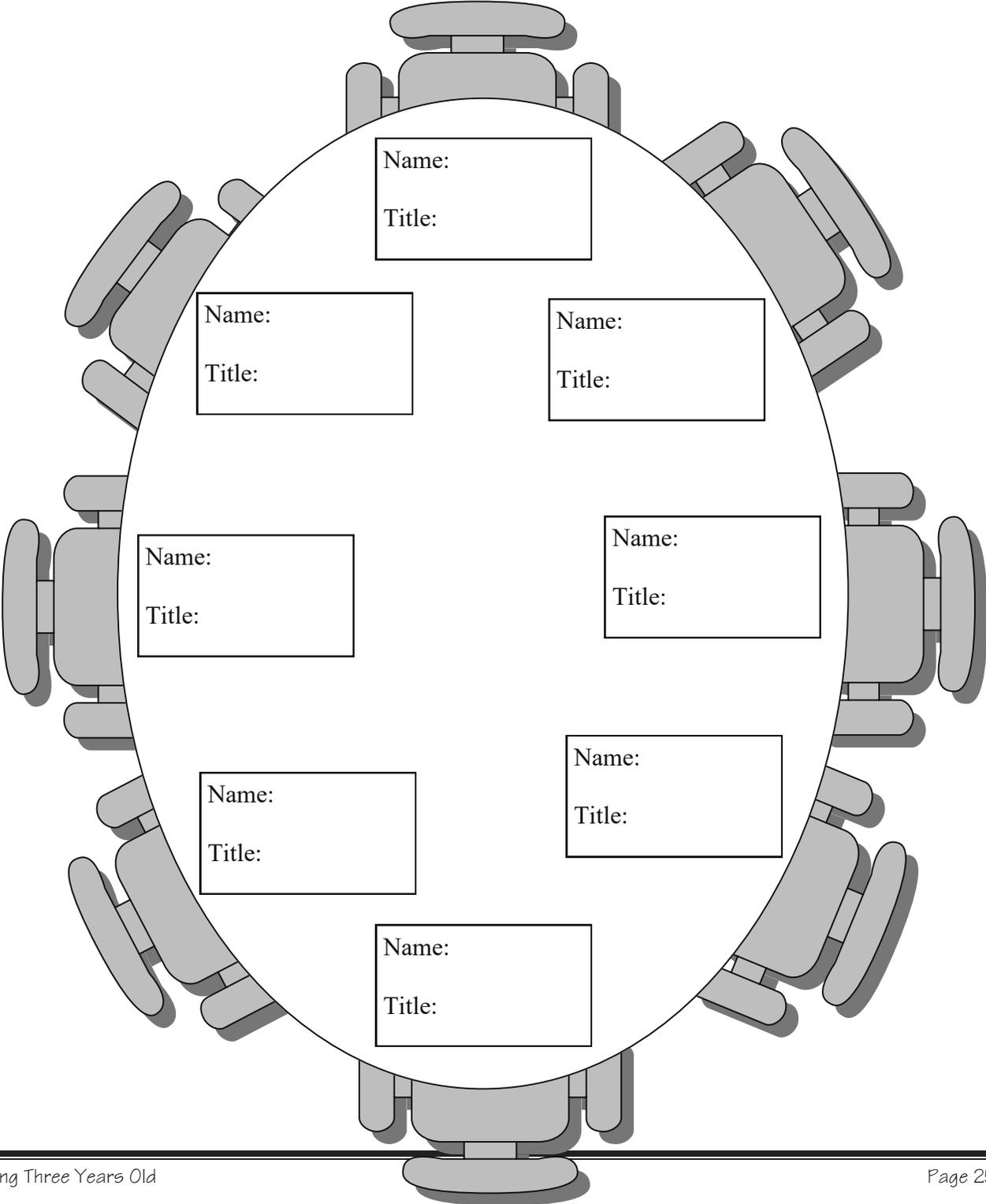
Location: _____



Meeting Participants

Topic: _____ Date: _____

Location: _____





Supporting families of children 0-26 with developmental delays and disabilities

Please call WarmLine for any questions regarding transition to special education...and beyond!

We're here to help parents navigate systems and services.

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U.S. Department of Education

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